

DOCUMENT RESUME

ED 177 843

FL 007 500

AUTHOR Loew, Richard S.
TITLE Proposal for the New Language Media Laboratory in
Clemens Hall, Ashurst Campus.
INSTITUTION State Univ. of New York, Buffalo. Educational
Communications Center.
PUB DATE Dec 75
NOTE 167p.; Best copy available
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Audio Video Laboratories; *Audiovisual Centers;
Audiovisual Instruction; College Language Programs;
Educational Resources; Higher Education;
Instructional Media; *Language Instruction; *Language
Laboratories; *Language Laboratory Equipment;
*Learning Laboratories; Programed Instruction; Second
Language Learning; Teaching Methods

ABSTRACT

The language media laboratory described in this proposal is intended to provide for the implementation of broader instructional objectives than language laboratories of previous years, including the dial access type. The proposal is divided into three main sections: (1) program rationale; (2) programs and services; and (3) design of the language media laboratory. The first section compares the dial access and the language media laboratories, with emphasis on the opportunity the latter offers for development of communication skills. The second part treats the function of the language media laboratory, the use of space, curriculum development, tests and tapes, testing, films, cassettes, and shortwave radio. Part three presents the proposed design of the laboratory including descriptions of the classrooms, studios, and libraries. Included in the appendices are documents representing research, department requirements and recommendations, program descriptions, a resource reference guide, and floor plans for the language media laboratory. (AMH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED177843

STATE UNIVERSITY OF NEW YORK AT BUFFALO

PROPOSAL FOR THE NEW
LANGUAGE MEDIA LABORATORY

IN
CLEMENS HALL
AMHERST CAMPUS

Prepared by:

Richard A. Loew,

Director, Language Media Laboratory

Lecturer, Department of Instruction

Educational Communications Center

December 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Richard A. Loew

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

FL007500

" . . I think that the comparing of media themselves is a tremendous part of what students should learn in school. It's putting language and all the other media in kind of an array, as alternative ways in which to inform oneself and to communicate with others. We should offer students opportunities to go to all these media and find out what each can and can't do, when one is more expressive than another. Also, I don't think we really understand language until we turn it off and work with something else. This is very hard for people who teach language, who have a professional investment in teaching English. They feel it's self-defeating to talk about turning off language and going to something else for a while. But I think the most sophisticated verbalizers, from Shakespeare on, have been people who see through language. They have a perspective bigger than language itself, a sort of metacommunication that can go beyond the communicating process. This, I think is one of the most powerful arguments for working in other media--for visual literacy, or media sophistication, or however you want to put it. Each medium can give us perspective on the other."*

James Moffett

* David Sohn, "A Conversation with James Moffett," Media and Methods, 1975 (February), 56.

TABLE OF CONTENTS

	Page
Introduction	1
A. Program Rationale	
The Dial-Access Laboratory and the Shift Toward	
Language in Communication	2
The Language Media Laboratory	3
B. Programs and Services	
Function of the Language Media Laboratory	5
Multipurpose Use of Space	9
Independent Study	10
Language Curriculum Development	11
The Minnesota Model.	13
The Tape Library	14
Testing	17
Audiovisual Education	20
Films	22
Shortwave Radio and Telephoning for the News	24
Videocassette and the Weekly News	25
Software Searching Service	26
Texts for Uncommonly Taught Languages	27
Organization of Programs and Services	28
C. Design of the Language Media Lab	
The Physical Plant	29
Language Laboratory Student Booths Without Partitions	31
Open Access Language/Projection Laboratory and Conference Room	33
Audiotape and Videocassette Library	35
High Speed Duplication Center	36
The Samuel Capen Hall Library	37
Multiple Duplication of Audiocassettes: the Backup System	38
Video/Slide/Language Laboratory	39
Closed-Circuit Television	42
Director's Office/Administrative Center	43
Electronic Classrooms	44
Video Production Classroom	46
Audiovisual Workshop Classroom	48
Multiple-Screening Preview and Lesson Planning Room	49
Tape Recording Studio	50
Security	51
Equipment Specification	52

APPENDICES

Introductory Foreign Language Report: French, Spanish, German: Fall 1975	I
Outline of Departmental Recommendations for the Language Media Laboratory	II
Departmental Requirements	III
Curriculum Project Development: Intensive English Language Institute	IV
Representative Program Descriptions of Available Videotaped Language Programs	V
Lockheed Computer Search of ERIC Data Base on the Use of Video in Language Instruction: Fall 1975	VI
A Catalog of (Selected) College and University Learning Centers: Fall 1975	VII
Selected Resource Reference Guide	VIII
Floor Plans for the Clemens Hall Language Media Laboratory	IX

Introduction

This proposal represents a second look at the Language Media Laboratory requirements of SUNY/B in the light of the following: current fiscal constraints, existing and planned requirements for language instruction, and the state-of-the-art of existing hardware for language laboratories. The result is a decreased set of requirements which significantly reduce the anticipated costs for equipping the new Language Media Laboratory. The elimination of the originally planned dial-access lab reduces the anticipated cost by an estimated \$700,000.

This proposal as submitted will provide the necessary environment for the SUNY/B Language Media Laboratory to significantly enhance the instructional programs in the language departments, such that we fully expect to not only provide outstanding leadership in language teaching within the State of New York, but nationally, as well. The Department Chairmen have underscored the vital relationship of the Language Media Laboratory to the need for continuous development of outstanding undergraduate language programs. For the well-being of their entire language programs, they unanimously consider the installation of the Language Media Laboratory a top priority.

At the present time, we have instructional talent capable of utilizing an excellent teaching/learning environment in their instruction (see Appendix IV) however, the current lack of appropriate hardware and instructional space greatly restricts their very teaching effectiveness. With the opening of the Language Media Laboratory on the Amherst Campus, we will round out our teaching programs by providing the necessary media-associated experiences which are essential for our students to become truly proficient in their language skills. With a new facility equipped according to the guidelines in this proposal, our instructors will all have available appropriate media support for their teaching, research, and curriculum development requirements.

A. Program Rationale

The Dial-Access Laboratory and the Shift Towards Language in Communication

The original dial-access language laboratory consisted of a laboratory which provided students immediate access at his student carrel to a given tape through the use of a dial system. A central room containing many tape recorders (185 in the Tandberg System in Stockholm) allows master tapes to be made available on an individualized basis and eliminates the need for intermediate tape handling, once the tape program is established for the day, by either laboratory assistants or by students. This system does not allow the student to have total control over his listening and recording however.

While this report cannot hope to adequately cover all the aspects of language laboratory design or second-language learning theory, it is important to keep in mind that SUNY/Buffalo now has the opportunity to provide instruction in a Language Media Laboratory which will be much broader in scope and more flexible than the dial-access system, and offer this University the opportunity to establish itself in a leadership position in the field of language instruction. We are now able to integrate the most recent technology, particularly the use of video, with the use of audiotape and move toward instruction which allows the options of focusing on the mastery of basic language skills or of aligning itself with the broader view of language as one of the central components of communication itself.

The Language Media Laboratory

Whereas the dial-access language laboratory was designed for instruction focused on mastery of basic audiolingual skills (particularly listening comprehension and speaking), the language laboratory now proposed will provide for the implementation of much broader instructional objectives. Communicative competence itself ranks high among these goals.

The proposed Language Media Laboratory will depart from the stereotyped image of the first and second generation labs. It will embrace the notion that language instruction is fundamentally related to communication in the broadest sense. No longer does an excessive concentration in the language laboratory on artificial language drills on tape suffice, for educational technology, particularly video, has released a powerful option to educators to involve students of language in a personally meaningful and creative way. The quality of language instruction will improve as the new technology provides the facilities required by the faculty for the design and acquisition of educational programs which place the student at the center of the learning experience. (see Appendix V, VI)

The new Language Media Laboratory will afford students an opportunity to proceed with independent study programs since most of the features of the Language Media Laboratory are planned for total student control as well as instructor control.

More will be said as this report continues to evolve on the specific use of technology in language instruction as the function of each specific component of the Language Media Laboratory is examined.

Suffice it to say that the reader should be able now to understand that this report is about the design of a Language Media Laboratory which is only distantly related to the first, second, and third generation language laboratories which were developed during the last several decades.

B. Programs and Services

Function of the Language Media Laboratory

The primary function of the Language Media Laboratory is to provide students and faculty with as many alternatives as possible in both learning and teaching of second or third languages. This implies a wide variety of opportunity for teacher and student to use facilities, which must often be supervised by laboratory staff, and for assistance in either the use of the facilities or selection or design of instructional programs. We depart here from the norm since it is not usually the function of the staff of a language lab to provide assistance in matters of media selection, audiotape production, curriculum design, or in-service training for a wide variety of audiovisual equipment operation.

We recognize that for educational technology to yield its full potential, in-service training must be provided for interested faculty. The boundless potential of the new facility will overcome restrictions currently felt by our faculty by providing them with hardware and physical facilities which will enhance greatly their instructional activities.*

We will provide recorded language lessons and videotaped programs, electronic listening and recording facilities, a micro-scale videotape production room, an audiovisual workshop, a screening preview and lesson planning room, projection room for 8-8mm and 16mm films, an open-access language laboratory and conference room, a multi-purpose

*For example, Dr. Charles Smith, Professor of Biology has been forced to abandon the high-speed duplication of his lectures for his 900 undergraduate students this term due to inadequate facilities and failing equipment. With the new Lab, this type of program is certain to increase.

video-cassette, slide/tape, and audio-active-compare language laboratory, recording studio, a high-speed tape duplication service, and four individualized electronic classrooms, including one in the open-access laboratory.

Utilizing student assistants, services from the Educational Communications Center, and limited Laboratory personnel (see Appendix V), students and faculty will have the opportunity to learn the operation of Laboratory facilities and equipment, allowing them to produce their own instructional materials where appropriate and to duplicate existing audio and video tapes, as well as receive maintenance and repair service when necessary.

The following are selected instructional features of the lab:

- (1) availability of the laboratory and its services to other departments and students not enrolled in language programs or in the Intensive English Language Institute (English as a Second Language for foreign students*);
- (2) development of a tape library of oral literature;
- (3) screening of 8-16mm and 16mm films for groups of up to 108 people during scheduled hours (largely foreign films);
- (4) screening of either commercially or locally produced slide/tape productions for groups of up to 108 people during scheduled hours;
- (5) archiving of audio and videotaped materials upon request;
- (6) review of bibliographical sources for relevant materials in the field of language teaching and language learning; (see Appendix V, VI)

*including the following selected departments: biology, chemistry, physics, history, English, theater, anthropology, linguistics, philosophy, psychology, sociology, speech communications, law, art history, comparative literature, Center for Critical Languages, curriculum development and instructional media, educational psychology, Faculty of Educational Studies, geography, Department of Instruction, Judaic studies, the Learning Center, Master in Humanities Program, music, physical education, teacher education, and urban and regional studies.

- (7) consultation with instructors concerning the development and production of curriculum materials;
- (8) software searching service to encourage the use of readily available curriculum materials and to establish searching procedure patterns among the faculty;
- (9) on-going research and consultation with persons involved in any way with language instruction, language laboratories and learning resource centers;
- (10) continuing research with SUNY/B faculty and students in language learning and language teaching methodology;
- (11) language proficiency testing center for use by the University and the State of New York (various proficiency examinations require testing of oral language skills several times yearly at this time i.e. MLA Cooperative Language Exams in French, Spanish, German, Italian, Russian administered for students seeking teacher certification credit and for departmental requirements for admission to graduate school);
- (12) a recording studio for development of curriculum materials and revision of tapes on hand;
- (13) provide multiple copies of taped material on demand for any department or individual;
- (14) high speed duplication of single copies of master tapes for students;
- (15) recording and archiving special events;
- (16) loaning of selected audio and video recording and playback equipment to the language departments;
- (17) maintenance and basic repair of recording and playback equipment;
- (18) film editing and technical assistance in preparing the sound portion of videotape productions on request;
- (19) opportunity for students and faculty to learn how to operate audiovisual equipment through in-service training and how to produce basic instructional materials for their classes;
- (20) searching, acquisitioning, and processing of new materials, tapes, and videocassettes into the system;

- (21) development of a foreign music collection of records and tapes which may serve to reflect cultural interests and historical development of the target language and culture. (This music will normally be limited to lyrical and popular music.);
- (22) summer workshops in the use of media in language instruction.

Multipurpose Use of Space

All rooms in the Language Media Laboratory complex have been designed so that a variety of disciplines may take advantage of the equipment available when not required by the language departments. Descriptions of the functions are detailed for each room later in the third section of the proposal.

As a result of the redesign of the Language Media Lab, nine separate rooms which were planned as "dial-access" language laboratories have been freed for the purpose of classroom instruction.

Independent Study

The trend toward individualized instruction and the student-centered curriculum has been apparent for some time and is gaining greater foothold in the national setting. This movement is more than a temporary fad and will continue to affect education for years to come. Educators face their greatest challenge in providing instructional programs and facilities for students which allow the student to learn at his or her own pace and through multiple modes and mediums of instruction. The Language Media Laboratory will encourage students to study languages by offering as many alternative approaches as possible to accommodate for different learning styles and personal work schedules. We believe that we should provide for equal opportunity to utilize the resources of the Language Media Laboratory to the greatest degree possible. When hardship cases make themselves known and students are, therefore, unable to participate in the use of our facility, we will make every attempt to assist students in the pursuit of knowledge. We shall not encourage one mode of learning languages at the expense of another. Those students who simply wish to have cassette duplicates made for use with their own personal cassette recorder will be most welcome. (Experience at Purdue has been that normally 5-10% of Language Lab users regularly request high speed duplication of tapes available in their tape library.) We shall always be interested in ways to improve the services provided at the laboratory and shall seek out, innovative teaching methods which will help instructors in their effort to improve language instruction.

Language Curriculum Development

Many colleges and universities across the nation have developed significant amounts of instructional material (see Appendix V, VI, VIII); some of which are in our own SUNY system. However, in the area of language instruction at this institution we have been greatly hampered due to the lack of space and appropriate hardware. Despite this limitation, examples of outstanding contributions to media associated instructional materials do exist. (see Appendix IV; Michael Falk's Videotape Curriculum Development in Teaching English as a Second Language)

Some educational institutions have special incentive programs such as the one found at Temple University which give special recognition and support to faculty who engage in curriculum development. However, at a major research center such as this institution, much curriculum associated material is developed as a direct result of the research activities of the faculty. The Language Media Lab will allow new research to be initiated in the teaching and learning of languages which has been possible only on the conceptual level until now at SUNY/B.

While the Language Media Laboratory is not a curriculum development center, many faculty members will utilize the facilities to assist them in developing necessary software to enhance their teaching programs. This activity will be especially important as it provides graduate assistants adequate facilities to fulfill their course requirements and to aid them in their own teaching

and research efforts. The undergraduate language programs will thus be greatly strengthened through improved teaching, new research, and curriculum development.

The Minnesota Model

While the umbrella of electronic media is still taking shape among the academic community, it is well to note that many schools are already experimenting with multi-media in their language programs and making their software programs available through the professional literature.

The University of Minnesota, for one, describes a 10-year-old experimental introductory German course which utilizes all the latest media available, including some 30 videocassette lessons. This course is available to other educational institutions. A copy of the article describing its program appears in the Winter 1974 issue of the National Association of Language Laboratory Directors Journal. The authors note that plans exist to develop similar courses in two other languages. Eventually, we can expect other universities to produce outstanding, intermediate, and advanced courses in the most popular language courses, Spanish, French, and German.

The acquisition of the Minnesota program and similar material will assist our faculty in making a major step toward developing a model for a successful, mediated program in language instruction. Such a program will be infinitely preferable to the text and tape approach which has been the norm nationally for the last several decades. As we approach 1980, we will begin to see larger numbers of teacher-prepared complete language programs on videocassette.

The Tape Library

Of equal importance to the success of the total Language Media program are the audiotapes which are suitable for accession into the Language Media Tape Library. Every major university and most small colleges with language laboratory facilities have a collection of master tapes which serve as the instructional core about which all laboratory operations center. These reel-to-reel tapes are duplicated, edited, stored, updated, and replaced as is necessary to maintain quality service to the users. As an example, the University of California (Berkeley) Language Laboratory has more than 5,500 master tapes in its collection which began with the opening of their lab in 1961. They continue to add some 500 new master tapes to their collection annually. Yale University has more than 9,000 reel-to-reel masters.

Regardless of the type of language laboratory a university may elect to build, a complete language laboratory library is essential. We are most fortunate in having the Center for Critical Languages and its Director, Dr. Peter Boyd-Bowman, at the university to help build our tape library. Currently, the language laboratory and the Center for Critical Languages have more than 40 language programs, many of which serve as the basis for academic courses offered through Dr. Boyd-Bowman's program.

Once the initial library is established (see Appendix VIII), the Language Media Laboratory will plan on acquiring approximately 500 master tapes yearly for language programs until such time that the tape library reaches a level comparable with other major universities

and satisfies the needs of the language departments and students. The majority of the tapes needed for the library will be obtained from other language laboratories on a cost basis. This will allow us to provide major offerings to our students at a fraction of commercial costs.

Funds will be budgeted for texts to accompany certain language tapes when it is highly unlikely that bookstores will be able to provide such necessary instructional aids. Students may borrow the texts from the Language Laboratory Library and have cassette copies made of the critical language, if they wish.* In certain cases, students might be required to use the text in the lab, as one uses a reference work in a library, and return it within a few hours. A circulating library of texts and tapes for the critical languages allows us to imagine the University as a regional, statewide, and possibly a national center for the distribution of tape and texts on selected languages. Students who wish to receive academic credit for the study of such languages would continue to register for course work and tutoring through the Center for Critical Languages. One of the difficulties in the study of these languages has been the availability of texts, particularly to people far removed from any college or university. The proposed service will be of considerable interest to the School of Continuing Education, to social workers, and to the general public. In a sense, this aspect of the Language Media

*Examples of such "critical languages" include" Japanese, Chinese, Mandarin, Cambodian, Finnish, Indonesian, Swedish, Hungarian, Afrikaans, Norwegian, Ukrainian, Welsh, Bengali, Basque, Cantonese, Catalan, Cherokee, Cree, Czech, Dutch, Flemish, Hindi, Icelandic, Kannada, Kikuyu, Lao, Lakota, Lithuanian, Marathi, Mongolian, Nepali, Panjabi, Persian, Romanian, Sanskrit, Serbo-Croatian, Slovenian, Swahili, Tagalog, Tamil, Urdu, Vietnamese, and Turkish

Library could be compared to the concept of the British Open University. At the present time, it is virtually impossible in Western New York to learn hundreds of languages which are only rarely, if ever, offered in formal courses. Many scholars in a wide variety of disciplines are without a means of learning a critical language which is the key to their very own research.

Testing

One of the standard uses of a language laboratory is that of a testing center. Students are evaluated by their instructor either through formal evaluation procedures or through informal listening with the instructor at the console. The development of the audio-cassette is a breakthrough in the area of language testing. Formerly, full classes had to be required to attend the lab if the instructor wished to listen to individuals practice their language skills. With the cassette, the instructor is free to provide the oral practice or listening comprehension exercise tape to the lab staff and have students come to the lab at their convenience to prepare their responses or an oral composition on an audiocassette. The instructor may then listen to the students' tapes at his own listening area as his schedule permits and return the tapes with his recommendations for improvement at the next class.

Needless to say, students who have ample time to record and re-record their oral responses perform at a higher level of achievement than if they are monitored on an impromptu basis. Additionally, when the instructor is able to take a personal interest in their linguistic performance as it is demonstrated on tape, students develop a much healthier respect for the potential of the language laboratory and the importance of good speaking and listening comprehension skills. For the first time in the history of the language laboratory, there exists the possibility of obtaining high student motivation in the use

of the language laboratory without having required group attendance. It is also evident that instructors who wish to employ this teaching technique will require the use of the comparison/record feature of the language laboratory student tape deck since the personal cassette recorder does not allow for simultaneous comparison and record functions. We expect there will be widespread use of the laboratory following the lines set forth in this paragraph when the new lab is available.

Additionally, certain academic departments require oral linguistic competence (i.e. Teaching English as a Foreign Language) for admission to the graduate program and utilize the language laboratory to administer standardized language proficiency tests. At the current time, the State of New York also authorizes and requires language proficiency tests for various reasons, including teacher certification, and utilizes the services of the language laboratory several times yearly. The tests which are administered take a period of 7 hours each, including a lunch period.

Such competency-based tests reflect the general direction of certification procedures being followed by the State of New York. We expect to see an increase in oral testing and evaluation in the near future as the notion of competency-based evaluation procedures replace certification by credit hours and degrees. The Language Media Laboratory will be able to satisfy all the testing needs of the faculty or other administrative and evaluative agencies by providing both a large testing facility with up to 108 positions or several small testing rooms with 30 student tape decks and a master console in each. All the tape recorders

are remote-controlled from the test administrator's console, thereby eliminating any possibility of test irregularity due to lack of coordination or failure on the student's part to operate the equipment properly.

Audiovisual Education

Professor Jim Lockard, of Iowa State University comments in an article in the October, 1974 issue of Audiovisual Instruction that some 900 future teachers at Iowa State enroll in a required introductory media course yearly. This suggests that future teachers often desire to have received basic training in the use of media in their undergraduate education. At this point in time, it is necessary to say that SUNY/Buffalo has not offered such training to its future teachers. The reasons for this are in large measure due to the unavailability of facilities to provide for practical learning experiences in audiovisual education and media.

With the emergence of more sophisticated media and its availability to teachers at almost every grade level, it becomes imperative that basic training in audiovisual equipment and media be offered at SUNY/B. This means that space, materials, and equipment be planned so that the students may acquire more than a theoretical exposure through an audiovisual textbook. Students will neither be satisfied without such direct experience in their study of media nor will they be professionally prepared as future teachers.

We, therefore, have proposed a room which will be designed and equipped as a basic component of the Language Media Laboratory to provide service to student teachers in foreign language and other areas seeking to acquire competence and familiarity with the basic elements of audiovisual equipment and media and with the fundamental techniques of preparing materials suitable for classroom use. Undoubtedly,

there will be much more demand placed on the use of this workshop/
classroom by other members of the university community, including
faculty and teaching assistants than we can elaborate on in this paper.

Films

One need hardly comment on the importance of film to students at this or any major university. What needs to be said, however, is that language instructors have been using film manuscripts and films in their courses in growing numbers. It is reasonable to expect this practice to continue into the foreseeable future. Therefore, the Open Access Language/Projection Laboratory will be scheduled for projection of films to large groups and the films selected will be related to the instructional objectives of the various language or English programs. Such films will stimulate further interest in the target culture, in the target language, and in the visual literacy as it relates to our understanding of communication in the latter part of the twentieth century.

The possibility of using the language laboratory as a screening room for full-length feature films on a regular basis may be a unique concept in language laboratory design since most language laboratories would not have the proper atmosphere or design allowing for such a combined use of space. In order to have the effect of being a comfortable, small-group screening room and a language laboratory, every effort will be taken to carefully select comfortable chairs and furniture which do not produce a feeling of rigid, row-by-row, lockstep instruction. The original plans calling for semi-circular arrangement of rows of student furniture are strongly recommended. As noted elsewhere, furniture housing the student tape recorders will not have any partitions. As is readily understandable, such partitions would

prevent the room from being used as a screening room and be destructive to the notion and feeling of open-access and freedom considered to be more important, from the psychological point of view, than the notion of isolation and semi-privacy provided by the traditional partitions.

Since the physical space is already constructed it is imperative that equipment procured will meet our requirements to enhance the environment described above.

Shortwave Radio and Telephoning for the News

Dr. Robert Nelson of the University of Illinois at Urbana has developed a system of making the foreign news available on a daily basis to the entire community. His staff tapes the news transmitted from French, German and Spanish radio stations to North America and then prepares a continuous tape loop of some five to seven minutes duration. The loop is linked up to an automatic telephone answering device which allows for continuous playing of the tape while incoming calls are received. During the first academic year in which the system was operative, 14,000 telephone callers received the news as it is broadcast in the foreign country.

We plan to install such a newscast delivery system at SUNY/ Buffalo as a service of the Language Media Laboratory.

Videocassettes and the Weekly News

If arrangements can be made to obtain foreign newscasts weekly on videocassettes or other valuable programs telecast in other countries or via satellite, we will attempt to acquire such videotapes for use in the language program as supplementary curricular materials. We will duplicate copies of these programs to allow for open-access viewing in the Video/Slide/Language Laboratory. In view of the fact that SUNY/Buffalo will have a tie-in with a satellite, we can expect that our televiewing/recording facilities will allow for simultaneous off-the-air recording of foreign programs in much the same way as we are presently able to receive shortwave radio programs. This new capability will be of paramount importance to the University in that instantaneous communication with distant cultures will become possible for the first time, allowing SUNY/Buffalo to provide service to the entire SUNY system in making duplicate copies of selected programs on a regular basis. We can visualize the viewing of the news in French on a daily basis over the campus monitoring network when that system is operative. Again, the University can extend its receiving/duplicating service to the entire Western New York region within a few short years. The impact that television will have on language learning and general interest in foreign cultures is difficult to estimate, but it can only be positive. We believe that SUNY/Buffalo is in a position to take the lead nationally in the use of video in language instruction.

Software Searching Service

In too many instances, faculty have not used educational technology on a regular basis because the search for instructional software was entirely too complicated or time consuming. For example, it is not sufficient to have a set of resource indexes located in an office which is not accessible to potential media users. Very often, the media user does not have sufficient familiarity with the ordering procedures for the resource index nor the time to familiarize himself with the necessary steps which must be taken before suitable instructional materials can be located. One instructor on this campus suggested that there are virtually no outstanding films which she knew of which could be used in her class. On investigation, it turned out that the instructor had done very little searching to locate exceptional materials. At a busy university, time is always of the essence.

We believe, therefore, that it is important to provide assistance to faculty members seeking to improve their instruction through the use of media by offering a systematically planned searching service intended to narrow the search for specific purposes of instruction and to identify the various resource guides and the means to obtain the materials selected by the instructor. (see Appendix VI, VII) This service is understood to be an assistance program in which the actual searching and ordering of materials is completed by the instructor.

Texts for Uncommonly Taught Languages

Very often, students wishing to study the uncommonly taught languages find that there are no textbooks available from bookstores or from other sources. When the language laboratory obtains a text and a set of master tapes on a given language, it can easily duplicate the tape, but not the text. The problem is compounded if the student wishes to study the language independently at his own leisure on his own personal cassette recorder or if he is physically handicapped and cannot obtain a text for the tape which the lab has duplicated from the master.

The University of California (Berkeley) has begun to provide either manuscripts or texts of such languages for use with the tapes. They report that this innovative practice has been very well-received and that plans are to continue to build their textbook library. This program is a most logical and obvious approach to developing language laboratory programs and assures that a whole and complete program is being offered, particularly valuable for the student who plans to study a language independently.

Students who wish to study uncommonly taught languages for credit will be referred automatically to the Center for Critical Languages. With the growth of the LML and particularly the Tape Library, we expect that more people than ever will wish to receive credit for study of languages through the Center for Critical Languages.

Organization of the Language Media Laboratory

The Language Media Laboratory will be open during the full calendar year during days on which the University is open for class attendance. The current language laboratory is open for 67 hours weekly. Should a change in schedule be required, a flexible scheduling pattern will be adopted.

The organization of the lab will be based on the needs encountered in carrying out the programs thus far described. An Administrative Assistant will be responsible for many of the routine operations and decisions needed to keep the laboratory functioning smoothly. The Director will be involved in all lab functions and operations, but more importantly shall work toward the development and maintenance of the academic viability of the entire system by concentrating on the instructional potential of educational media for both faculty and students. The present Director will retain his faculty position in the Department of Instruction. All personnel at the Language Media Laboratory, particularly full-time employees, will be involved in the development of innovative language programs for use in mass education. (see Appendix X)

C. Design of the Language Media Laboratory

The Physical Plant

After extensive analysis and review of the possible state-of-the-art features of language laboratories and media now available and after considerable discussion with departmental representatives concerning their specific recommendations, it is clear that the following instructional criteria for satisfactory language laboratory performance are essential at SUNY/B. The student must be able to:

- (1) hear a tape with quality fidelity (as determined by our technical staff)
- (2) hear his own voice (with or without being taped) through his/her headset
- (3) control tape motion for review and recording purposes
- (4) record his own voice for comparison with the model
- (5) record his own voice without a model
- (6) call for assistance (often from the instructor at the console)
- (7) have access to any tape in the Tape Library
- (8) have access to copies of the laboratory tapes for home use
- (9) review materials (including videocassettes) independently or as a member of a group
- (10) locate his place on the tape through cuing features
- (11) listen to the sound track of any film or visual with the film being projected in the laboratory whether the sound track is played through loudspeakers or headsets
- (12) record any portion of a soundtrack on audiotape as he/she views a film or other visual with sound track(s).

From the console, the instructor must be able to:

- (1) monitor any student
- (2) communicate with any individual student
- (3) communicate with all students at one time
- (4) broadcast a program to students under the instructor's control
- (5) seize control of students' recorders for testing procedures
- (6) use the laboratory with a class-size group
- (7) show visual materials by remote control (using any type of projector currently available in audiovisual education).

Language Laboratory Student Booths Without Partitions

For nearly two decades, the language laboratory has relied on the ceramic headset as a low-cost listening device which offered a reasonable degree of audio-fidelity to those listening to the human voice. The problem with this headset is that extraneous sounds filter through to the hearing of the listener since the headset did not adapt to the shape of the head. Consequently, attempts were made to reduce noise factors and partitions between students booths seemed to provide some help.

With the advent of the large "muff" headsets, which do adapt to the shape of the listener's head, the need for partitions between booths has been eliminated. Mr. Arthur Volkmar, Director of Learning Systems at SONY, Inc., New York, has assured me from the accoustical point of view that the partitions referred to are not needed in a new language laboratory. The Tandberg Corporation, the largest manufacturer of language laboratories in Europe (with plants in America), advertises language laboratory systems in which the partitions are offered as an option.

What this all means, basically, is that rooms in which language laboratories are located may be designed as multiple-purpose rooms. Student "booths" will now become student desks and language laboratories will become language centers which may be used for a variety of instructional purposes proper to the academic programs offered at the University. For the cost of a language laboratory, we now get an additional multipurpose classroom. More importantly, we can

now relate language laboratory work to the classroom instruction directly since the laboratory work can take place during class time, particularly in the three electronic classrooms we are planning.

Open Access Language/Projection Laboratory and Conference Room

This room has already been designed and constructed in Clemens Hall and needs now to be furnished for maximum utilization for instructional purposes. (see Appendix IX)

Students may study independently or with their class during scheduled hours in this lab. We require two master consoles in order that greater flexibility in the design and operation of the room be achieved. A sliding divider separates the facility into two 54-booth language laboratories. Each console can be used with a laboratory of up to 60 student tape decks. With only one console, it would be impossible for two different classes to meet in this room since each instructor would require a console from which he could monitor his class. With two separate consoles, either two separate classes could meet or one class could meet while the other section of the lab is used in the independent study or library mode.

Since the room is also to be used for screening of full-length feature films, the headsets must be provided for all student booths. As with all the rooms in the complex, final plans for equipment specifications and placement will need to be detailed by the technical staff at the Educational Communications Center. When French films are being screened, other language students will use the Video/Slide/Language Laboratory and the High Speed Duplication services for the purpose of language study.

The English Department has also requested that this room be used as a conference room for visiting professors and writers. Anticipated use of the room for this purpose by the Modern Language and English departments range from 50 to 75 conferences annually. There is no other location in Clemens Hall for such conferences to be held.

Audiotape and Videocassette Library

We will have a tape and videocassette library to provide service to the University, the community, the Western New York Region, the State of New York, and other educational institutions. In due course, extensive lines of communications will be developed with other resource agencies and thus broaden the resource base from which our complex will operate. The establishment of such a resource center will be an attractive asset to the University and will help us in our effort to become known for our involvement in mediated language instruction. We look forward to the first annual summer Language Media Laboratory Workshop for language teachers in secondary and elementary schools which will rely on the materials compiled in the tape and video library. There is the possibility that SUNY/Buffalo could become a national center for the use of instructional media, and particularly video, in the teaching of second languages at all levels of instruction. (see Appendix VI, VIII) for references)

High Speed Duplication Center

The possibility of students being able to obtain duplicate tapes of lectures they missed leads to some very exciting prospects for both the student and instructor. The instructor can rest assured that every student has the opportunity to hear every lecture and that his voice will be heard by every student. He also knows that students who learn best orally will have a chance to play back any information which might have evaded him on the first or second hearing. Generally, we can assume that the quality of instruction will improve simply because the instructor's lecture is available for analysis exactly as it was delivered in the lecture and because students will have a vital aid available to help them better comprehend complex instructional concepts. For those students who cannot attend the laboratory or the library, we are providing him the opportunity to learn at home or elsewhere, particularly valuable for those students who are learning skills which require study and simulation of the voice of the native speaker. The High Speed Duplication Center (Master Tape Library and Videocassette Center) will be open during most of the hours that the Open Access Language/Projection Laboratory is open.

The Samuel Capen Hall Library

The new library for the Amherst Campus is not scheduled for occupancy until September, 1977. Students will have to rely on the audiocassette High Speed Duplication Center in the Language Media Laboratory for at least two years before the new library is equipped with wet carrels suitable for listening to audiocassettes. It is understood that the audiocassette and videocassette format will allow for anticipated exchange and use of taped programs housed in the library. We can also expect that either through direct video and audio transmission, via the interconnecting conduit cable system or through a direct duplication and loan system which may come to exist in the library, that we will have additional demands placed on the Language Media Laboratory by the university community.

Multiple Duplication of Audiocassettes: Backup System

The remote control master console feature recommended in the description of the Open Access/Projection Laboratory allows the system to fall back on the use of the student tape decks and the console for multiple tape duplication should the high-speed duplicators breakdown. Up to 60 copies per console of a 7" master reel (one hour at 3-3/4" per second) can be made on the student cassette decks in exactly one hour.

When the student population begins to use audiocassettes in a major way, it will be crucial to have a backup system available for those times when the high-speed duplicator is not functioning. For large classes, such as biology, a set of 30 tapes might be duplicated and shelved, anticipating the demand of the students of that course. In a similar way, the language laboratory itself provides us with the opportunity to allow students to hear a lecture on tape (while copying his own duplicate) in the event that the high-speed duplicator is being used for other purposes.

Video/Slide/Language Laboratory

This lab combines the technological capability of the video-cassette recorder with the cassette tape deck to provide a unique instructional opportunity for teaching culture, language and other behavior-oriented skills. Foreign students will be able to assimilate cultural differences between their own culture and American culture -- differences which often are impossible to explain verbally. Students will be able to respond to the visual materials in answer to questions placed on either the videocassette or the audiocassette by their instructor. The degree of linguistic structuring is left entirely to the instructor but the potential for direct involvement of the student in actual language production is exceptional. Instructors may choose to listen to the student's recording of his responses or conversation at his own convenience -- especially if the student opts to complete his work independently of class. Conversely, the instructor may require full class attendance and monitor from the console as he would normally do in the electronic classrooms. The videocassette lesson may be pretaught or reviewed in the regular classroom via a videocassette playback deck and TV monitor. When the major Open-Access Language/Projection Laboratory is scheduled for viewing feature films, this room will serve as the backup language laboratory. Many departments in the University including those in the health sciences will undoubtedly want to make use of this facility since it will be a unique learning environment.

Without doubt, the most significant instructional technology to have arrived on the scene for several decades is the video-playback cassette system. With the exceptional reliability of the existing technology and the simplicity of operation of equipment, it is not hard to understand why instructional television is here to stay. For language instruction, it means that students will have the opportunity to see and hear the target language as it is used in the foreign country. (see Appendix V, VI) For many students, this will be their only opportunity to see and hear the target language as it is used in the foreign country and literally have a glimpse into the life of the French people, for example, since not everyone will find the time or the resources to live abroad in the coming years. The student who has had the experience of learning a videotaped lesson on, let us imagine, the use of the Parisian subway system (le métro) or the use of the telephone, will be much more resourceful and confident while in Paris on business or pleasure. Entire courses for travellers are now available to aid the student who simply wishes to learn enough to get by in the foreign country. In sum, the student's motivation to learn real language will be positively affected by the psychological impact of what is perhaps the most penetrating and profound media available in modern communications.

When combined with structured language instruction, the simultaneous use of the videocassette playback deck and the audio-cassette tape deck, which is required for the backup language laboratory in this room, allows the student to use language in a realistic and normal way while responding to pretaped questions from the instructor

concerning the videotape lesson. As the videotape library grows, the instructor will have great flexibility and choice in structuring his classroom lesson around a specific topic and know that students will be able to review the tape on their own in the Videotape/Slide/Laboratory.

The Language Media Laboratory Committee strongly urged that viewing facilities for students preparing slide/tape presentations and for culture study be included in the plans for this room. Combined with the audiocassette tape decks, the instructional possibilities for mediated language instruction and curriculum development are thereby increased significantly. A survey of several departments, including Art History, indicates large collections of slides (i.e. Spanish painting, etc.) available for instructional use.

To conclude, this room serves three distinct functions. It is: (1) a backup audiotape cassette language laboratory for 30 students; (2) a videocassette playback room with 15 playback units designed to accommodate a class of up to 30; and (3) a rear-screen slide/tape viewing room with 15 units designed to accommodate a class of up to 30. To clarify the design, we wish to point out that the student carrels for all three functions total 30 units, each designed to accommodate 2 students. Thus, through the integration of the three functions and double-seating capacity, we are able to save instructional space for other purposes and to achieve greater flexibility in instructional design. This room also results in a substantial savings in cost as compared with costs for three separate facilities.

Closed Circuit Television

While the videocassette format for instructional purposes allows for greater flexibility in instructional design than does closed-circuit television, there is a need for group viewing of live events over closed-circuit television. In language instruction methods classes, for example, student teachers can observe micro-teaching and student behavior patterns in a group, on closed-circuit television, and discuss the reading methods both during and after the lesson. With the television cameras remotely controlled from the viewing room, students in the classroom need not be disturbed by cameramen or others involved in the televising process. All such classes involving closed-circuit television would be held in the Video Production Classroom with actual televising of the micro-teaching and control group taking place in a regular classroom.

A micro- closed circuit television system is required, therefore, by the faculty allowing this fundamental dimension of teacher training to attain its proper role at SUNY/B. (see Appendix VI,VIII)

Director's Office/Administrative Center

The success of the Language Media Laboratory is largely dependent on the imaginative administration and initiative of the Director and Administrative Assistant. Together, they must oversee the planning and administration of programs, maintenance of equipment, provide consultation to all interested persons, provide in-service workshops on the basic use of audiovisual instructional equipment, and carry out the usual administrative functions characteristic of such positions. A professionally-managed complex of interrelated instructional services, as the Language Media Laboratory plans to provide, is a team effort. The Administrative Assistant must shoulder many of the professional decisions which must be made throughout the day. Together, the Director and the Administrative Assistant must work toward the development and maintenance of a progressive Language Media Laboratory, taking the initiative to update and to improve the services and holdings of the Language Media Laboratory at all times.

Electronic Classrooms

Unquestionably, one of the weaknesses of the traditional language laboratory has been the problem of scheduling classes into the lab on a regular basis. With only one laboratory in most schools, including SUNY/B, it is virtually impossible to schedule more than one class in the lab at one time. Thus, with more than 50 scheduled classes as potential lab users, any given class can only infrequently and sporadically make use of our single lab. It is impossible for the instructor to think of how he might relate the laboratory to his classroom instruction on a given day when the lab is available. Thus, the instructor often gives up in despair rather than cope with the seemingly insurmountable problems which presently confront him/her. To overcome this problem, we will have 30 student tape decks and a small console installed in three separate rooms designated on the original plans as "Language Laboratories." (see Appendix IX) Since the building and duct work for the wiring is already completed, all that is needed to make the rooms operational is the hardware.

The laboratory must be related to classroom instruction. With these electronic classrooms the instructor will always be present and the class work and language practice will be completely integrated since they will take place simultaneously. The environment itself will be conducive to the development of communicative competence. With the controlled and integrated use of electronic technology, the instructor will perceive the role he/she plays as instructor differently and plan more enthusiastically for the use of

machine-aided instruction. Unquestionably, these electronic classrooms will improve language instruction in undergraduate education.

With the additional projection equipment which is standard equipment for a modern classroom, the instructor is in a position to plan a variety of lessons. All introductory language classes will be scheduled into the three electronic classrooms throughout the day and evening programs. Similarly, all introductory courses held during the Summer Sessions will be held in these rooms. (see Appendix III)

Video Production Classroom

Many faculty members and students have shown an intense interest in having their own video production room in order to prepare curriculum materials. Particular language skills which they wish to teach can be more effectively taught, since motivation is vastly improved, through the use of locally-prepared videotaped materials than through commercially-prepared textbooks. This statement may be held up to the light for further examination, but experiments at SUNY/B (i.e., Mike Falk and students in the Institute for Intensive English) have tended to support the belief that students who have been raised in a video environment, namely the whole industrialized world, respond with greater involvement to instruction which utilizes media they are most familiar with. The faculty has also stressed that it is virtually impossible to teach culture effectively when the visual aspect or surface culture is denied in instruction which relies exclusively on verbal symbolic codes. The use of video is seen as a vital complement to the instruction of basic language skills required in any communication with members of another culture. We predict that by the early 1980's, the use of video in language instruction will become widespread and positively influence the attitudes of thousands of students at SUNY/Buffalo engaged in the study of a foreign language.

None of this has touched on the desire of students to learn how the medium of television may be used elsewhere and how to operate the basic equipment, such as the Porta-Pak. The interest in this new medium is overwhelming even now. Inservice and other courses, particularly for student teachers and Teaching Assistants arriving on the campus in September, will be offered in the use of equipment and in its instructional application. Students preparing educational projects

will also be allowed to use equipment according to the availability and need patterns which develop. Currently, the Director is offering a course in the use of multi-media for student teachers in language instruction which includes the use of videotape recorders and related equipment involved in producing televised instructional materials. As a result, our student teachers in language instruction view the entire process of language teaching and language learning from an entirely new perspective. Plans are being made to offer a more intensive course open to graduate students, already certified to teach, in the near future. (see Appendix VI,VIII)

Audiovisual Workshop Classroom

Another area in which much interest has been expressed is the Audiovisual Workshop. A forerunner at this University had been established in Foster Hall for persons interested in learning how to operate basic audiovisual equipment and some 30-40 workshops were held each year on a voluntary, no-credit basis. In many, indeed in most colleges and universities, an introductory course in the use of media equipment and in the production of audiovisual materials is offered and in many schools required of student teachers. At Iowa State University in Ames, Iowa, some 900 student teachers yearly are required to take such a course. While the State of New York does not require such a course for teacher certification, there is an awareness by the students in the language program of the need to learn as much as possible about media and audiovisual equipment. All the recent professional literature underscores the need to use media in language instruction. (Foreign Language Annals, Modern Language Journal, etc.) Unfortunately, however, most of the students in the multi-media course in language instruction have been unable to thread a 16mm film projector, etc., and have never learned how a transparency for overhead projection is produced. Faculty members, as well, are usually unfamiliar with production techniques, and consequently cannot employ teacher-prepared materials in their instruction. The Teaching Assistants, faculty, and student body will all benefit from an audiovisual workshop in which they learn to operate some 30-35 types of audiovisual equipment and practice developing their own basic instructional materials.

Multiple-Screening Preview and Lesson Planning Room

This room is intended for instructors, primarily, who wish to use films, slides with tapes, or videocassettes in their course and wish to preview and prepare notes for their lesson plans. With carefully arranged semi-permanent partitions, six cubicles and work tables will fit into this room. Projection equipment, video playback decks, listening sound distribution boxes, additional headsets for each cubicle, and worktables with additional chairs must be provided.

Tape Recording Studio

One of the busiest services of language laboratories is the recording of new tapes and the updating and editing of existing tapes in the Tape Library. It is virtually impossible to obtain quality master tapes without a basic tape recording studio. At SUNY/B, the fact that we do not have recording facilities has discouraged faculty from producing more of their own tapes for use in the laboratory. On the other hand, professional tapes which correspond to a particular textbook are widely available and are recommended for use when they meet the instructional needs of the department. In order that the facilities of the lab be used judiciously, we believe that it is preferable to seek out as much material as we possibly can that is already available on tape and plan to record only those tapes which are considered to be unobtainable through other channels. Therefore, we require only a basic micro-recording studio to provide essential and adequate service to our faculty.

Security

Inventory will systematically be taken of all equipment and tapes. Daily records of the actual use of the system, in every aspect, will also be kept. An annual report providing a monthly breakdown of users in each area and function will be prepared. Students who wish to borrow tapes or equipment will be required to complete a loan card which will note their student identification number and other vital information. Finally a detailed record of expenditures and income from supplementary services will be kept and serve as the basis from which future budget needs may be calculated.

Equipment Specification

This report is not intended to provide full technical specification of all the equipment needed in each area of the Language Media Lab. This is the responsibility of the Engineering Section of the Educational Communications Center.

It is strongly recommended, however, that all equipment be compatible and modular. An entire system such as the Language Media Laboratory cannot be properly designed by selecting bits and pieces of equipment from a large number of manufacturers but should be engineered to perform optimally as a single system. Naturally, no one manufacturer produces all the equipment needed for the complex, particularly in the audiovisual equipment line. It should be understood, in the light of SUNY/Buffalo's experience with Chester Electronics, that a system which is expected to have a life span of 15 years or more, cannot be based on unreliable equipment which may become obsolete within its first five years of use. The manufacturer must have a national reputation and every good prospect of remaining solvent and in business for the next several decades.

The Director of the Language Media Laboratory should work very closely with the technical equipment advisors in the selection of all equipment and consult with all parties concerned with the design of specific rooms and systems of the Language Media Laboratory.

Appendix I

Introductory Foreign Language Report:
French, Spanish, German: Fall 1975



INTENSIVE ENGLISH LANGUAGE INSTITUTE

COUNCIL ON INTERNATIONAL STUDIES

Overseas Academic Programs
International Area Studies
International Development and
Environmental Planning Program
Arabic Program
Chinese Program
Special Studies Publications

MEMORANDUM TO: Professor George Levine
Provost, Arts and Letters

FROM: Stephen C. Dunnett, Assistant Professor and Director
Intensive English Language Institute
Michael Falk, Instructor
Intensive English Language Institute

DATE: November 14, 1975

Please find enclosed a summary of the language laboratory software inventory we have recently conducted.

If you should have any questions or require additional information, please do not hesitate to contact me.

SCD/dar
Enclosure

cc: Jorge Guitart
Bruce Jackson
Myles Slatin
Norman N. Holland
Anthony Papalia
T. Jefferson Kline
Michael M. Metzger

The following report on the estimated usage of the proposed language laboratory and accompanying facilities has been prepared from data submitted by the three major language departments- French; Italian, Spanish and Portuguese; and German and Slavic- the Center for Critical Languages, the Department of English, the Department of Education, the Instructional Communications Center, and the Intensive English Language Institute. The figures contained within are based solely upon current enrollment figures submitted by the contributing departments and current availability of software materials that could be utilized with the installation of the proposed facilities. It does not take into account the tremendous stock of software curricula that would become available as teaching and learning aids to courses on all levels of study as a result of the presence of these facilities, nor, in estimating voluntary and special usages, does it take into account the increased interest that a modern well-equipped laboratory will generate among students and faculty alike, and the increased effectiveness for learning that such a facility will have.

Speaking as a group, it is our firm belief that the present proposal for classroom and laboratory facilities represents both a pedagogically sound and financially sensible program. Recognizing the austerity under which the University is forced to operate, we have included no facilities which we do not feel are essential to the maintenance of the most basic standards of quality to which this University must be dedicated. Lacking these tools, the departments listed above would be severely handicapped in their ability to meet these standards of quality.

The media plan presently being submitted includes requests in three basic categories of facilities. The first is the equipping of classrooms with various types of media capabilities. The plan calls for three classrooms each equipped with standard laboratory consoles, and television playback, film screening, and overhead projection capabilities. A fourth

classroom would be equipped with video consoles, allowing the individual monitoring of video materials. A fifth classroom would be equipped with modest video production facilities which, as the data below indicate, would be used for student participation, teacher training, and research and experimentation in curriculum development.

The second category includes requests for the equipping of the main language laboratory, which would serve as an open-access laboratory not only to the students of the departments mentioned above but, subject to availability, as an open-access facility to the entire University community. Because of the size of the of the laboratory quarters, additional equipment is also being requested for this room to make it suitable for special events such as visiting lecturers, poetry readings, film screenings, and other such activities.

The third category of requests is in the area of necessary support equipment for the above facilities, such as high-speed duplication equipment for audio tapes, editing equipment, repair capabilities, etc.

The following data are presented as evidence to support our request for these facilities. Beginning with the main open-access laboratory, this facility would be used by all language departments for both elementary and intermediate level language classes. Audio tapes providing reinforcement to the language texts in use in the classroom are currently owned and in use in the following courses:

- German 101-102
- German 203-204
- Russian 101-102
- Russian 123-124
- Russian 223-224
- Polish 101-102

French 101-102
French 113-114
Spanish 101-102
Spanish 103-104
Spanish Phonetics

Based upon current figures, there are 878 students enrolled in language courses on these levels. Most departments require that each student spend a minimum of 1 hour per week in the laboratory outside of scheduled classroom time. Any serious student, however, will undoubtedly exceed this minimum. We therefore estimate that, for the elementary and intermediate level language courses, the laboratory will have to accommodate a minimum of 1200 student-hours of use per week.

The Intensive English Language Institute would also be a heavy use of the laboratory. Based upon its current enrollment of 150, and its strictly enforced requirement that each student spend one hour per day in the laboratory, an additional 750 student-hours of use per week will have to be accommodated.

Upper-level language courses would also contribute to the usage of the open-access lab. Laboratory materials for the following courses, for which enrollment estimates are difficult to exact, are currently owned by the departments. In many cases, it is only because of poor facilities that these materials are not, or cannot be, utilized at present.

German 313 German Stylistics
German 231-232 Intro. to German Literature
German 321,322,323 German Culture and Civilization
Russian 305-306,407 Advanced Russian Courses
Russian 321 Cultural Background to Russian Lit.
German 608 Linguistic Structure of German

French 270 Intermediate Conversation
French 470 Advanced Conversation
French 355,508 French Civilization
Upper Level French Courses in Literature and Film
Spanish Phonetics
Spanish Civilization

We would estimate the usage in terms of student-hours for the above courses at 500-750 hours per week, depending upon the various materials being used at any one time in this group of courses.

Total usage of the main open-access laboratory for these departments alone is thus estimated to be about 2700 student hours per week. Additionally, the present language laboratory is also receiving heavy use from students outside these departments who wish to play back tapes from lectures they have missed, or want to review. With the proximity of the science buildings to the proposed open-access lab, the laboratory must, and should, be sufficient in size to accomodate this important segment of the University community.

Regarding usage of the specially-equipped classrooms, the departments represented in this report have agreed to jointly schedule classes utilizing these rooms so as to avoid problems of access posed by their limited number. Since at least four of these rooms can be used as standard classrooms at times when the media facilities are not required, all beginning and intermediate level language classes will be assigned to them. The media equipment will thus be readily available to faculty whenever it is needed for the presentation of software material to the class. Additionally, many other courses (listed below) would be able to use these rooms in either a regularly scheduled fashion, or upon special occasion when software materials complement the regular curriculum. The following courses would utilize these classrooms on a regular, or semi-regular basis:

German 237-238 Intermediate Conversation
German 313 German Stylistics
German 231-232 Intro. to German Literature
German 321-322-323 German Culture and Civilization
Russian 305-306,407 3rd & 4th year Russian
Russian 321 Cultural Background to Russian Lit.
German 607-608 Linguistic Structure of German
Spanish Culture and Civilization Courses
Spanish Teacher Training
French 470 Advanced Conversation
French 211-212 3rd year French
French 355,568 French Civilization
Advanced Courses in French Literature and Film
Education 431,433,439
Education 551 Current Concepts in FL Instruction
Education 554 Seminar in Teaching FLs
I. Education 449 Practicum for a Multi-Media Approach
 to FL Instruction

(Note: The Education Department possesses a
library of 100 audio tapes, 10 films, 12
video tapes, 20 filmstrips, 500 transparen-
cies and several complete series of 8mm
films and videotapes teaching the use of
audio-visual equipment)

Usage in terms of student-hours for these specially equipped classrooms is hard to estimate. The scheduling of all beginning and intermediate level language courses in these rooms, however, along with this sizable list of additional semi-regular users, would seem to evidence that their availability will be at a premium for any faculty member wishing to utilize these facilities for just an occasional special activity.

Beyond even this point, however, these classrooms, at times when they are not scheduled for class use, are also envisioned as back-up open access

space when the main open-access laboratory is filled, or when it is in use for some special event as described above.

Because of the technical nature of the third category of requests, that of support equipment for these primary teaching facilities, we feel that a justification of these requests could best be prepared by the Instructional Communications Center, whose recommendations we have respectfully followed in these areas. It has been made clear to us, however, that only the most basic support equipment has been recommended within this request, selected specifically to complement the primary teaching facilities.

In conclusion, we feel that the above data is sufficient to support our belief that this request for language laboratory and accompanying media facilities represents both a reasonable and sound line of thought. We cannot stress strongly enough the urgency of our need for the equipment requested herein. As stated at the outset of this report, a failure to obtain this equipment could dangerously decrease the quality of Language, English, Education and Media Instruction on this University campus, and leave little hope of reversing this trend in any foreseeable future. We therefore respectfully hope that the proposed plan for laboratory and classroom media facilities meets with your approval.

APPENDIX II

Outline of Departmental Recommendations for the Language Media Laboratory

Outline of Departmental Recommendations for the Language Media Laboratory
in the English and Modern Languages Building

<u>Rooms</u>	<u>Users</u>	<u>Function</u>
Mr. Stephen Dunnett, Director, Intensive English Language Institute		
Fixed laboratory with 35-50 carrels; cassette student tape decks; command console w/ monitoring capability; reel-to-reel feed tape decks in console; full wall screen in view of all carrels; overhead projector; mounted TV monitors; VTR cassette playback deck in master console	Intensive English Language Institute; 200-300 students daily. Attendance required.	TESOL; language skills, culture study for foreign students preparing to study in regular academic programs in American universities
2 classrooms equipped with overhead TV monitors and VTR playback decks	Scheduled class use	Media-oriented English lessons; student projects
Dr. T. J. Kline, Department of French		
Fixed laboratory w/at least 5 carrels equipped with videotape playback decks (recording not necessary)	French Dept. students, instructors; 200 hours weekly (125 first year, 75 second year)	Language instruction at beginning and intermediate level; culture study
2 classrooms per dept. w/TV monitors and film projection capabilities (projector, screen, videoplayback deck, 25 headsets, etc.)	Class use (would use daily from 9am-2pm)	Introductory language courses, culture study, commercial films, student-made films, video cassette replay (working toward integration of media in basic courses)
Videotaping studio/classroom	French Dept. faculty, students	Curriculum development, student projects
Dr. M. Metzger, Department of Germanic and Slavic		
Fixed lab	Open access (300 students per semester)	Introductory language skills
3 lab/classrooms	Departmental use (Germanic & Slavic; French; SIP)	Scheduled class use for Germanic & Slavic (2-3 hours daily M-F); provision for individualized in

Dr. M. Metzger (cont'd)

Separate lab for Intensive English	Intensive English Institute	Daily use (to avoid conflicts in scheduling)
Provision for video		
Provision for required lab attendance		

Dr. Papalia, Department of Instruction

AV production, darkroom	Student teachers, (classroom and individualized instruction)	Production of visual materials for microteaching, including film developing; course offering multi-media approach to foreign language instruction IED499
Videotaping studio/classroom	Student teachers, instructors	Microteaching and methods classes
Classroom w/TV monitors and a videotape playback deck	Instructors, class	Observation of closed-circuit microteaching and replay on videocassette in the methods class
Fixed language lab w/ listening, recording, monitoring, playback capability	Open access	Language instruction, testing, student teacher training on language lab equipment (requirement of student teachers in FL)

Dr. J. Guitart, Department of Spanish, Italian, Portuguese

Electronic classroom	250-300 introductory students daily	Language instruction, aptitude and achievement testing of oral skills;
electronic classroom	50 students of phonetics	sound discrimination, etc.
video lab	student teachers	microteaching, observation, multi-media instruction, project development
screening room 16mm film	all Spanish, It, Port. classes	culture, language, literature, film study

APPENDIX III

Departmental Requirements



INTENSIVE ENGLISH LANGUAGE INSTITUTE

DIVISION OF STUDENT AFFAIRS

Vice President for Student Affairs

Financial Aid to Students

Foreign Student Affairs

Off-Campus Housing

Student Activities and Norton Hall

Student Affairs and Services

Student Testing and Research

University Counseling Service

University Housing Office

University Placement and Career Guidance

Coordinators: Special Programs

December 9, 1974

Mr. Richard Loew, Director
Language Media Laboratory
Instructional Communication Center
22 Foster A
Campus

Dear Mr. Loew:

In response to your request for actual and projected laboratory and media needs for language instruction, the Intensive English Language Institute would like to make known both its present requirements and its hopes for future media capabilities.

In general, the Intensive English Language Institute believes strongly in the usefulness of language laboratory facilities and other audio-visual aids in the teaching of foreign language skills. Because of the fact that the technological developments in these fields have often come far in advance of the development of satisfactory curriculum for use with it, we don't feel that the admitted lack of optimal results from laboratory and media learning situations is an indication of an intrinsic problem with this type of approach to language learning. Rather, we feel that a co-ordinated laboratory and media approach, used as a supplement to the more traditional methods of teaching, can be an extremely valuable tool to the language teacher and learner. Informal tests in the IELI have supported this belief in that students using the laboratory as part of their program consistently scored better on various standardized tests used for gauging progress than comparable students not using the laboratory.

Presently, the IELI conservatively estimates its enrollment for the Spring semester of 1975 at 200 students. While the enrollment fluctuates from semester to semester, the Institute foresees a gradually, but steadily increasing enrollment with an upper limit somewhere

between 250 and 300 students. Currently, the Institute program includes one hour of required laboratory work per day. We would like to be able to continue this lab program, and are currently engaged in curriculum development projects which will co-ordinate laboratory curriculum with the curriculum offered in the classroom, part of which we also hope to present through audio-visual techniques.

In order, then, to continue the program which has through experience proven successful, and to develop curriculum along lines which, through research and pilot experimentation, we feel will be instrumental in improving our program even further, the IELI would like to request that the following laboratory and media facilities be available for use in the Modern Languages Building.

First, a fixed language laboratory of 35 to 50 carrels with the following special features: cassette-operated student carrels (for ease of student operation of the equipment); a command console with monitoring capabilities and reel-to-reel feed equipment (the latter feature will help instructors prepare and splice taped lessons); a permanent wall screen in full view of all the carrels; an overhead projector for use with the screen; and, mounted television monitors in full view of all carrels, fed by a playback deck located in the teachers command console.

Second, a minimum of two classrooms equipped with television monitors and playback decks. This request is motivated by our desire to incorporate media materials into our language classrooms. The materials presented in class in this manner will then be reinforced in the laboratory.

Third, a television "studio" with record and playback equipment. This studio would serve two purposes: first, to provide the facilities to produce our own media materials, many ideas for which have already been suggested by IELI teachers and staff; and second, to provide a television learning classroom where students can participate in special activities, such as the special television workshops offered to students this semester and this past summer. These workshops have stimulated interest among our students and have elicited positive reactions from them.

In summary, the IELI feels that the use of laboratory and media facilities can be of great value to language-learning programs. Perhaps its greatest contribution is that of motivation. We have found that

stimulating media materials can increase interest and motivation in the classroom, two of the most telling factors in determining the success of a language program.

My staff and I would be happy to discuss our proposal with the committee at their convenience.

Sincerely yours,

Stephen C. Dunnett

Stephen C. Dunnett, Assistant Professor and Director
Intensive English Language Institute

CD/dar

c: Daniel Picchi
Michael Falk



December 11, 1974

Mr. Richard Loew, Director
Language Laboratory
Hayes Annex C
South Campus

Dear Richard:

After discussing our probable future language laboratory needs with Lee Fullerton, I can report to you that the statement submitted to Gerry O'Grady on the matter about 1 1/2 years ago still is accurate. We would need availability of an open-access lab for about 300 students per semester and of one of the kind of combination classrooms (15 students' seats plus 15 listen/record positions) described in the original memo for 2-3 hours per day, 5 days per week. The two kinds of lab space we need correspond to the mix of individualized and regular class instruction currently offered in our elementary and intermediate language programs.

In addition, however, three points should be made:

1) I would like to see the English for Foreign Students Program and any other user scheduling students for large blocks of lab time have a lab to themselves, as there already have been problems of availability of seats and/or playback facilities for foreign language students coming in at random. Perhaps one of the 30-position labs could be fully equipped for this purpose.

2) In contrast to the situation apparently prevailing about eight years ago, when the planning for the lab started, FL instruction seems to be getting de-technologized, or, where it is still technological, decentralized, especially through the use of the cassette. With the advent of VTR's, etc. into language teaching, which we haven't really felt here yet, but probably will, this trend may change, and I would want to be sure that whatever equipment we get will be optimally adaptable to whatever new technology may come along. I know that conduits, etc., exist, but we should make sure that whatever carrels we order can also be fitted with video monitors, or whatever the best FL technology requires. I look forward to fairly detailed discussions on the "hardware" we'll finally request.

3) In our phone conversation, you mentioned the intriguing possibility that the language requirement might be broadened or restored. Perhaps we should consider equipping half of the 108-position space to meet this eventuality, perhaps only as a listening lab, with remote record facilities or record facilities provided by portable cassette recorders.

With best wishes,

Sincerely,

Michael M. Metzger
Michael M. Metzger
Professor of German



December 26, 1974

Mr. Richard Loew, Director
Language-Media Laboratory
Instructional Communication Center
2 Foster A
UNY/Buffalo

Dear Mr. Loew:

I have your letter of December 12th as well as that of Stephen Dunnett of December 9th.

As I calculate our long-range needs for media facilities in the new building see them as follows:

- 1) As for a fixed language laboratory, we should foresee space for some 200 students' (125 first-year and 75 second-year) use one hour per week. If such space be equipped with modern machines and were adjacent to classrooms, we would surely utilize it on a regular basis.
- 2) In the fixed language laboratory, we would like at least five carrels equipped with video-tape capabilities (playback activated by student, but no recording necessary).
- 3) We most strongly urge that at least two classrooms per department be equipped with one or two television monitors and individual headset capabilities (25 headset outlets spaced around the room). These headsets should also be available for plug-in to cinema soundtracks. While we realize that no department may stake a permanent claim to a particular room, we feel that our regular first- and second-year classes could make regular 9:00 a.m. to 2:00 p.m. use of two such rooms and that our program would be vastly improved thereby. Two such rooms per department (i.e. approximately 10 of them) would permit each department to acculturate its teaching space -- a factor we believe to be of great importance in beginning and second year language programs. (See report of the Ad-Hoc Committee on Language Instruction, the section on Language Houses).
- 4) We would support Dr. Dunnett's request for a television studio for use in developing a set of materials incorporating video capabilities, relevant to our own students' needs.

We would be happy to discuss these proposals further at your convenience.

Yours,

T. Jefferson Kline
T. Jefferson Kline
Associate Professor

STATE UNIVERSITY OF NEW YORK AT BUFFALO
FACULTY OF EDUCATIONAL STUDIES

MEMORANDUM

TO: Dr. Richard A. Loew, Director
Foreign Language Laboratory

FROM: Anthony Papalia *AP*
Department of Instruction

RE: Selection of Equipment for Language Media

DATE: January 2, 1975

In examining needs of the Foreign Language Education Program, I would like to suggest the following:

1. Availability of a room where student teachers can produce visual aids for presenting their micro lessons, including the possibility of preparing and developing student-made films.
2. A classroom equipped with video tape recording so that students can be video taped while they do their micro teaching.
3. A classroom equipped with television monitors and playback decks in which candidates may observe a peer doing the micro teaching.
4. A fixed language laboratory with listening, recording and playback facilities and a *console* ~~counsel~~ for student monitoring.

In concluding then, I hope that in planning the language media that you take into consideration the above-mentioned needs so that our students enter teaching equipped with the *facility* ~~facility~~ of using media.

Thank you for any consideration you may give to this request.



January 17, 1975

Mr. Richard Loew, Director
Language Media Laboratory
7 Hayes C.
CAMPUS

Dear Dick:

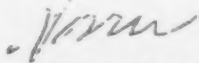
This is to assert again our Center's need for an electronically equipped classroom in the new English and Modern Languages Building. Specifically we need a classroom with equipment in it for audio- and videotaping classes up to about 20 people.

This Center has already done major work on readers' responses to literature by taping their informal comments. We have also played a major role in developing "response-centered" teaching. (See, for example, Holland and Schwartz, "The Delphi Seminar," COLLEGE ENGLISH, March 1975.) In addition, we have graduate students who use these techniques for their dissertations and other research. For example, we have this year two students, Anthony Petrosky and Agnes Webb, who are doing ground-breaking studies of teaching methods with high-school children. Part of their research requires that they audio tape and videotape discussions by the students without a teacher present. Obviously, the only way they can do this is by electronic recording. We expect to do an increasing amount of this work in the future.

Up till now, we have been conducting this research away from the Center, because the equipment was elsewhere. The work has always been done on a catch-as-catch-can basis. We think it would be a valuable use of audio-video equipment to provide a permanent classroom installation for this work which has already been professionally recognized by publication and by presentations at such groups as the College English Association, the National Council of Teachers of English, the Ontario Educational Council, and so on.

We strongly request, then, a classroom with permanent arrangements for audio- and video recording of twenty-person classes.

Yours very truly,


Norman N. Holland
Director

NNE/jc

79



DEPARTMENT OF ENGLISH

FACULTY OF ARTS AND LETTERS

5 February 1975

TO: Myles Slatin
FROM: Bruce Jackson
RE: Audio-Visual equipment in the new building

My equipment needs fall into two categories that should probably be separated. Some of it is directly related to the teaching function and some of it is needed for the operation of the Archive.

I. Teaching-related equipment

Six years ago, we acquired a number of tape recorders for students to use in connection with their field projects in folklore classes. Three of these are standard Wollensaks, one is a very good Tandberg 11, one a small battery-operated Sony. The Wollensaks are all pretty much shot; they've had a lot of use and have served us well, but only one of them works with any regularity any more, and that one won't bear much handling. The Tandberg is starting to have a lot of mechanical down-time, but it might serve for a couple of years more. The little Sony is still okay. The technology has changed significantly in the past several years: we got reel-to-reel equipment in 1968 because that was all that seemed reliable; there are now a number of lightweight cassette machines out that for most purposes do pretty good work. We have one heavy cassette machine that is used for cassette duplicating and class playing, but no machines for students to use in the field or for listening to previous collections. For student use in folklore classes, I would like to get the following equipment:

- Five small, battery and AC operated cassette recorders
- Two good battery and AC operated reel-to-reel recorders
- One carousel projector with a zoom lens for 35mm slides

II. Research and teaching material preparation equipment

As you know, we have in the Archive several thousand tapes of various kind of folklore, oral history, and political material. A small grant for this summer will permit me funded time to work on some representative tapes of black folklore material for class material (these class tapes will be available to other departments in the university, should they have need of them). We recently acquired a portable videotaping unit and will begin in the fall a series of projects involving traditional artists and craftsmen in this area, and another having to do with various religious groups in Erie County. There are two separate kinds of equipment needs here--we need editing and duplicating machines, and we need some machines so people can come into the Archive and make use of the holdings. We have a large Crown tape deck, which is still in good condition; is fine for mastering quarter-inch audio tape reels.

We have two Tandbergs (one half-track and one quarter-track deck); these are starting to have mechanical problems. The Tandbergs were the last generation of pre-solid state decks and machines available now do much better work much more efficiently. We have one set of speakers, an amplifier and some other miscellaneous pieces. I would like to get the following:

- One video editing deck, which would permit us to let students use the portable equipment, come back and edit something down, then reuse the field tapes, and which would also permit us to copy videotapes lent us by other archives, and which could also be used by visitors to the archive who want to monitor tapes in the collection

- One professional quality deck to use for editing in conjunction with the Crown (there is one Crown deck which has playback heads for both quarter-track and half-track stereo which would be perfect)

- Two cassette decks for duplicating and editing cassettes (something like the Dolbyized Advents). We have no machines at all now that handle stereo cassette tapes

- Two cassette recorders for people listening to archive holdings

- Three reel-to-reel recorders for people listening to archive holdings

- Five headsets for people listening to archive tapes

- One full-track monaural reel-to-reel machine for preparing LP masters (three LPs based on archive holdings are going to be released this year) and exchange tapes, and for editing film soundtracks

- A second amplifier, preferably a receiver

We won't have need for the language lab/wet carrel space. If we get the space configuration we discussed previously, we'll be able to do all this work in our own rooms.

The best time for me for a meeting is Tuesday 12-2 or Thursday 12-6.

There may be some other minor equipment needs--hookup cables, splicing blocks, etc., but I think the above list covers the major needs for teaching, editing and my own work with the materials in the collection.

I should mention that in addition to our own collection and the exchange collection from the Archive of American Folk Song in the Library of Congress, we may be acquisitioning another large mass of material: the people who have been teaching folklore the past eight years at Buffalo State have offered to combine their folklore archive with ours when we have space to accept the files. That collection consists of about 1500 separate student collections of ethnic and occupational folklore from the Niagara Frontier area.

CC: Richard Loew, ICC: Gerald O'Grady, ICC

TO: Richard Loew, Director, Language-Media Laboratory
FROM: Jorge Guitart, Spanish, Italian and Portuguese
DATE: March 26, 1975

It has come to my attention that we never sent you a response to your request for actual and projected laboratory and media needs for language instruction as per your 11 November 1974 memorandum.

At the present time our Department does not require laboratory attendance because of your limited facilities, but recommends it strongly in our Elementary courses. We believe in the usefulness of all audio-visual aids and would like to integrate the laboratory very actively in our curriculum once we move to the new building.

Our present enrollment in Elementary and Intermediate courses is about 200, and we anticipate it will increase. In addition, we would like to use the laboratory as an aid in our Phonetics course for which we have recorded some materials. Enrollment in the latter this semester is about 35. We would like to have the capability to require students to take at least listening comprehension tests in Elementary and Intermediate Spanish and to take discrimination tests in Spanish Phonetics as a regular component of these courses. We would also welcome videotape facilities mainly for the continuous training of our teaching assistants, but also as an aid in more advanced conversational courses (students could write and act out their own skits, etc.). In an ideal budgetary situation we would be in the position to buy Spanish, Italian and Portuguese made-for-T.V. movies and incorporate them as materials in advanced language and literature courses.

APPENDIX IV

Curriculum Project Development:
Intensive English Language Institute

Intensive English Language
Institute Video Project

Prepared for: Mr. Richard Loew, Director, Language
Media Laboratory

For the past 18 months, the Intensive English Language Institute has been experimenting with various ways of utilizing video tape materials and related television oriented activities within both its undergraduate and graduate credit and non-credit language courses. As a result of these pilot programs, the Institute has become convinced of the benefits offered by the use of television in learning and teaching a foreign language.

Specifically, we cite five ways in which video equipment can be advantageously used. First, the Intensive English Language Institute has completed the pilot phase of a larger project to develop a comprehensive television curriculum designed to coordinate with and supplement our regular tests. The results from this pilot project are highly encouraging. Students involved in the test program report to us, and their test scores back them up, that they find their retention level for visually-learned material on the television is significantly higher than the same material when taught with the regular text alone.

Second, we have found television extremely helpful in allowing students to view their own speech behavior and correct their errors. Tapes are made of each student as he speaks to the class and then played back on the television during which time the instructor can isolate errors, and correct them on the spot. Such a technique avoids the undesirable necessity for the instructor to interrupt the student's speech for correction, thereby interrupting the student's train of thought. With this technique, students have been able to make great strides in pronunciation, especially on those phonemes of English which are especially foreign to their native tongue.

A third way in which video equipment has been utilized is in a creative activity. Throughout a semester, groups of students are responsible for creating, writing, and then acting out a short vignette in English. Each vignette video-taped for presentation to the larger student body. This semester-long activity has two important benefits. First, it offers the students a creative outlet outside of their everyday classroom activities in which to practice their newly-learned English. In the volunteer groups that have tried this activity, it was found that the students gladly spent extra hours working on their English scripts and planning for the production of the vignette. Such an activity is very helpful in getting our students to put in that little extra effort so necessary in successfully learning a foreign language. Secondly, the semester-long competition among groups lends a great deal of spirit and enthusiasm to our student body, and assists us in fomenting interaction among students of different nationalities, as well as providing an outlet for otherwise wasted, or ill-spent energy.

A fourth use we have found for the video-equipment is the video-taping of lessons on specific grammatical concepts. These lessons become part of a permanent library so that a student who has missed lectures due to illness, or could use extra help in a particular unit can go to our video tape library and review those lessons pertaining to his area of need.

A fifth use for the video equipment is for the orientation and training of teachers. During our teacher orientation meetings, actual class lessons reviewed on the television, after which discussions are held regarding the desirability of various teaching techniques that were used in the lesson. The ability to discuss a common experience is of great benefit in workshops of this sort. The English Language Institute presently own a set of video tapes specifically for the training of teachers

that are ideal for this purpose. We hope to add examples of teaching techniques from among our own faculty, which we believe to be one of the finest of any language Institute in the country.

While we have applied the use of television strictly to the teaching of English as a Foreign Language, we feel strongly that these basic formats, teaching activities, and teacher-training activities can be applied to instruction in any foreign language. As was mentioned at the outset, the Intensive English Language Institute is strongly convinced of the usefulness and effectiveness of television teaching activities, and plans to continue and expand its activities in this area at every available opportunity.

APPENDIX V

Representative Program Descriptions
of Videotaped Language Programs

modern language film festival 76

film culture language

REGULATIONS:

Application forms are available from Festival Headquarters and must be postmarked no later than 15 January 1976. Films and applications must be received at Festival Headquarters no later than 31 January 1976. A registration fee of \$10 is required, and inbound shipping costs as well as customs and importation costs must be paid by the applicant. Submit release or answer prints only as the Festival does not assume responsibility for originals. 16 mm optical sound only; normal screen ratio only; color or black and white; films must have leaders at both ends.

ANNOUNCING:

The Northeast Conference on the Teaching of Foreign Languages announces a new, short-film competition as part of its 23rd Annual Meeting in New York City during March 1976. It is called the Modern Language Film Festival.

Filmmakers of all nations are invited to submit films of up to 60 minutes in length that communicate any aspect of human society associated with a non-English speaking culture. Such cultures may be American Ethnic or from a foreign country (e.g., Chicano, Puerto Rican, Québécois, French, Italian, etc.). The basis of evaluation will be the validity with which the films express cultural situations of societies that do not speak English to American students of any age. Sound tracks may be in any language or non-verbal.

JUDGING:

This special interest film competition will be judged by a jury of active foreign-language educators. Winning films will be announced and screened at the 23rd Annual Northeast Conference on the Teaching of Foreign Languages, 25-27 March 1976, at the New York Hilton in New York City. Full information on the availability of all films submitted to the Festival will be provided to the 3000 foreign-language teachers who attend the Conference.

Awards will be made in three categories:

- (1) French-speaking culture;
- (2) Spanish-speaking culture;
- (3) any non-English speaking culture (which may also be either French or Spanish).

First place award recipients in each category will be invited to sell one or more prints at retail to the Festival for rental distribution within the foreign-language teaching profession. If outright purchase of prints for this purpose is impossible, a rental distribution contract will be offered for negotiation. All second place award recipients will also receive offers of distribution contracts.

FOR AN ENTRY APPLICATION, WRITE--
Modern Language Film Festival Headquarters
Box 623 / Middlebury, Vermont 05753
Area Code 802 / 388-7973

100-1000
- 0000
WEL. ON 100
WEL. ON 100
1000 1000

The American University

WASHINGTON, D. C.

PRESENTS

AU Multi-Media Language System

An innovative time-compressed learning methodology based on a systematic use of television.

THE RATIONALE

Language functions not only as a code of communication signals but also as a system of concepts which relates man's mind to his world. The two aspects of language are completely integrated. It follows that a second language should not be taught abstractly, as the Morse code is taught, but as an integral part of a given culture, i.e., a unique pattern of human thinking and behavior. The best way to learn French, therefore, is by being exposed to French culture as a whole. Other than by actually living in France, this can be most effectively achieved through a systematic use of programmed television instruction in our classrooms, laboratories, and even in our homes. What books and sound recordings only begin to do, television can fully realize: it can create a carefully controlled learning environment which closely resembles real life situations.

Imagine reading a play or listening to the same play being read, and finally, seeing and hearing it on the stage. The last of these three experiences would leave a much greater and more lasting impression than the other two. By the same token, the language student can learn better and faster from television. This is especially true of the younger student who belongs to the "television generation" and to whom the difference could be as dramatic as that between listening to a football game on radio and watching it on a TV screen.

French, Spanish and Russian prototype courses have been created along these lines at The American University. Through a systematic and extensive use of television, the student learns his second language twice as fast as by the conventional method, without increasing the number of study hours in or out of the classroom. Thus, two years of college study are successfully telescoped into one year.

During every class period, specially prepared and adapted videotapes are used (1) to simulate the foreign culture right there in the classroom; (2) to demonstrate the important silent aspects of human communication, such as body movements and facial expressions; (3) to provide a powerful visual reinforcement to memory; and (4) to make the learning process much more enjoyable and interesting. Videotapes are combined with audiotapes for independent use in the language laboratory.

The use of television allows a carefully programmed graduated treatment of the foreign language and culture. Televised materials are blended with reading, writing, and voice recording in both the classroom and the language laboratory. Together, these materials constitute highly effective multi-media language courses.

SPECIFIC ADVANTAGES

We are convinced that our new multi-media methodology can be successfully applied to the teaching of all second languages including English to foreigners. Specific advantages of the methodology include the following:

- (1) The multi-media course sharply reduces the total time required for language study. The realization that a foreign language can be mastered much faster provides a powerful learning incentive.
- (2) The course conveys, through the visual medium, the richness of the cultural context within which the language is embedded. Special emphasis is given to the nonverbal, gestural aspects of communication.
- (3) The extensive and systematic use of television is especially suitable for contemporary learners who belong to the "TV generation."
- (4) The flexible modular format of the course can easily accommodate specialized needs of individual institutions. The course package is designed and tailor made to specifications.
- (5) It effectively maintains student interest and

motivation, with the result that attrition rates are low, and average achievement level is high.

(6) It ensures a relatively uniform quality of instruction. The course is "teacher-proof" because the role of the teacher is carefully programmed.

(7) The addition of a visual dimension helps to fully realize the potentials of the audio-lingual methodology.

(8) The course strives to integrate completely the classroom instruction and the language laboratory study.

(9) It combines careful programming of learning with a great degree of flexibility. It is adaptable to various learning situations ranging from intensive classroom instruction to independent self-study.

(10) The course's built-in self-financing feature (see insert) enables the gradual recovery of your investment in materials.

(11) Flexibility allows for implementation on a minimum (equipment) basis, taking advantage of optional features as additional equipment becomes available.

THE COURSE PACKAGE

The American University multi-media language course offers a savings of up to 50% in time needed to master the equivalent of the two-year college study. The package consists of the following materials and services.

Videotapes: Approximately 25 hours of graded videotaped demonstrations, dialogues and scenes produced at The American University, and of adapted commercial movie films and other visual aids. These materials are intended for use both in and out of the classroom. The visual segments serve as the nucleus and catalyst for every study period.

Workbook: Master sheets (stencils) for reproduction of printed materials which are closely related to the videotapes. The printed materials contain imaginative drills and exercises, concise grammatical comments, cultural notes, vocabulary lists, and selected readings. They are intended for distribu-

tion before every study period to gradually form loose-leaf workbooks.

Audiotapes: Audio recordings prepared in accordance with such innovative techniques as "time compression," "added parts," "temporal spacing," etc., and corresponding to videotapes and printed materials. Audiotapes promote learning phonetics through repetitive drills.

Teacher's Guide: A day-by-day teaching plan containing methodological suggestions and masters for the reproduction of testing materials.

Course Design: The materials described above are assembled and integrated according to specific course designs. The course designs are developed to suit the needs of individual participating institutions.

Teacher Training: Teachers from participating institutions are entitled to attend periodic methodology workshops.

SAMPLE
LESSON

VOL. III
SUITE 208 - CHEVY CHASE CENTER
35 WISCONSIN CIRCLE
CHEVY CHASE, MARYLAND 20015
(301) 654-3438

To illustrate the approach of the course, one lesson unit from the twelfth week of Spanish instruction at The American University is described below:

The class period opens with a five minute installment (on videotape) from a feature length motion picture in Spanish. The film, Luis Buñuel's "Mexican Bus Ride," is a race-against-time tale of village life and 1954 winner of the Cannes Film Festival. Just before seeing the new installment, the teacher leads the class in a review of what happened in preceding episodes. Afterward, the class discusses the latest twists and turns in the film story. The installment seen during week 12 deals with a minor accident between the bus and a car, meeting head-on along a narrow mountain road. It is repeated during the week in the classroom and the language laboratory to enable the students to become familiar with the grammar and vocabulary of the dialogue and to better comprehend the plot. By the end of the course, the entire film has been presented, and its serialization serves to thread together the lesson units and sustain student interest throughout the two semesters.

The aspect of Spanish grammar to which students are introduced during the twelfth week is the imperative. The various forms are first demonstrated, via videotape, in a scene on a bus, where the driver issues commands to the passengers. This vignette is followed by a comedy sketch entitled "The Painter." Two young women learn that a painter is coming to their apartment to see them and they speculate about what he wants. Assuming that he wants to paint a portrait of one of them,

they give each other instructions on how to pose. When the painter arrives, the women vie for his attention, ordering each other to take his coat or serve coffee so as to talk with him alone. Finally, in a slapstick finale, one of the women insists that she be painted. Puzzled, he nevertheless obliges by splashing her with a coat of house paint. (In another lesson during week 12, the use of the imperative is further illustrated in a parody of a TV exercise show. The host barks out instructions to a scrawny beatnik who lags more and more in demonstrating the calisthenics until finally he collapses from exhaustion.) After watching "The Painter," the students in class take turns in re-enacting the scene and complete workbook drills on the imperative. Then there is a videotape playback of "The Painter" sketch.

At the close of the class period, new vocabulary concepts are introduced and dramatized via TV and are reinforced through in-class exercises. During this lesson, a dozen new carefully selected vocabulary items are presented.

In the language laboratory, students rehearse these words and learn additional vocabulary by repeating and contrasting the items and through exercises in listening, dictation, and filling in the missing word. The remainder of the laboratory period is spent in drills on the imperative. Some of the exercises involve a replay of the videotape. The students are given no outside assignments or homework. All learning occurs in class and in the laboratory, the latter replacing traditional homework.

FIRST CLASS
Permit No. 71358
WASHINGTON, D. C.

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY



video communications associates, inc.
suite 904 watergate office bldg.
2500 virginia ave., n.w.
washington, d.c. 20037

Regional workshops/seminars are to be conducted throughout the country on a scheduled basis for teachers from participating institutions.

Future plans envision the conversion of additional languages to The American University's multi-media methodology.

DISTRIBUTED
BY



video communications associates, inc.
suite 904 watergate office bldg.
2500 virginia ave., n.w.
washington, d.c. 20037



THE AMERICAN UNIVERSITY
WASHINGTON, DISTRICT OF COLUMBIA 20036
DEPARTMENT OF LANGUAGE AND FOREIGN STUDIES
326 Adams Building
(202) 686-228

Dear Colleague:

In our age of continuous "information explosion," time is becoming a crucially important dimension of education. Our educational institutions urgently need better and faster methods of teaching more to larger numbers of learners in shorter periods of time.

We believe we have achieved a major breakthrough in the methodology of teaching languages - foreign languages to Americans and the English language to foreigners. The new system of methods and techniques developed by us owes its unusual effectiveness primarily to the systematic use of television both in and outside the classroom.

The system, which is now operational for teaching French, Russian and Spanish, is described elsewhere in this brochure. It was developed by us at The American University thanks to financial support from the EDON Education Foundation. Acting in the spirit in which this support was given us, I am inviting you to learn more about how the system works and how it can be adopted by your institution.

Sincerely,

Vadim Medish
Vadim Medish, Chairman
Department of Language
and Foreign Studies

VOL, INC.
SUITE 208 - CHEVY CHASE CENTER
35 WISCONSIN CIRCLE
CHEVY CHASE, MARYLAND 20015
(301) 654-3448

Information Request Form

AMERICAN UNIVERSITY
MULTI-MEDIA LANGUAGE COURSES

Name (please print) _____ Title _____
Organization _____
Address _____
City _____ State _____ Zip _____

Telephone (include area code) _____

CHECK LANGUAGE: _____ FRENCH, _____ SPANISH, _____ RUSSIAN, _____ GERMAN

☐ Please have your local representative call to arrange for a presentation.

☐ Yes, we are interested in considering your course. Please send price information.

☐ I would be interested in attending one of your seminars.

V C I, INC.
SUITE 208 - CHEVY CHASE CENTER
35 WISCONSIN CIRCLE
CHEVY CHASE, MARYLAND 20015

I N T R O D U C T O R Y O F F E R

The American University has achieved a breakthrough in the methodology of teaching languages through the financial support of the EXXON Education Foundation. To share the benefits of their findings with other learning institutions, a special introductory offer is being extended to you. In return, we would appreciate your comments and criticism of the course.

PRICING:* The package price of each course is \$3250. under the introductory offer. The package consists of approximately 25 hours of videotape, two student workbooks (semesters I & II), teacher's guide, and audio tapes.

In accordance with the terms of the contract, the American University grants to the participating institution the right to make copies of the student workbook. Please NOTE that a Royalty fee of \$1.00 for each student workbook duplicated is assessed each participating institution (for purposes of defraying development costs). Workbooks may be purchase directly from Video Communications for \$10.00 per workbook (which includes the one-dollar royalty fee).

RECOVERY OF INVESTMENT: The participating institution desirous of maintaining the language course on a self-sustaining basis has two options: (1) charge the student \$15.-17. per workbook and/or (2) charge a higher tuition for the course on the basis that it teaches the equivalent of a two-year college course in one year.

EXAMPLE: Assume your institution enrolls 30 participants per course, operates on a two-semester basis, and offers a Beginning and Advanced Spanish Course each term. An approximate cost of duplicating the student workbook (including the royalty fee) is \$8.00. By selling the workbook for \$16.00, a return of \$8.00 is realized. This would amount to \$240.00 per course, \$480.00 per semester, or \$960.00 per year. These monies could be used to supplement faculty salaries, defray the investment in the course, or offset other departmental expenses.

VIDEOTAPE FORMAT: Programs are available in 3/4" U-Matic videocassette or 1/2" EIAJ reel-to-reel format.

ADDITIONAL INFORMATION:

Replacement of tapes, damaged for any reason, will be at cost.

Upon evaluation of feedback from institutions participating in the introductory offer, it is anticipated that the courses will be upgraded to color. All schools will be allowed to apply 100% of the package price to the cost of the course in color.

Courses currently available: Spanish

* All prices are FOB Chevy Chase, Maryland

V C I, INC.
SUITE 208 - CHEVY CHASE CENTER
35 WISCONSIN CIRCLE
CHEVY CHASE, MARYLAND 20015

24 September 1975

Richard A. Loew
Director, Language Media Lab.
State University of New York at Buffalo
122 Foster Hall
Buffalo, New York 14214

Dear Mr. Loew:

In August of 1974 the Department of Language and Foreign Studies at The American University conducted a workshop to introduce to representatives of forty-one colleges and universities a new method of foreign language instruction. Here is what some of the participants had to say:

The A.U. Multi-Media methodology is an effective and creative method to teach foreign languages. It makes use of T.V., our generation's most powerful media.....

- Maria T. Font, George Mason Univ.

.....it parallels to a considerable degree the process involved in the learning of one's native language.....

- Louis M. Ugalde, Univ. of Vermont

As a method, I think it's potentially great and I would use it in a minute!

- Paul P. Cloutier, William & Mary

The A.U. Multi-Media Language System employs original videotapes, comprehensive audio recordings, and detailed student workbooks to successfully combine the equivalent of two years of college instruction into one. At a time when many institutions are discontinuing language requirements, the time-compressed nature of the A.U. system can serve as a powerful learning incentive to all prospective students. This factor aside, we are convinced that the introduction of television into the classroom will dramatically increase student interest and performance.

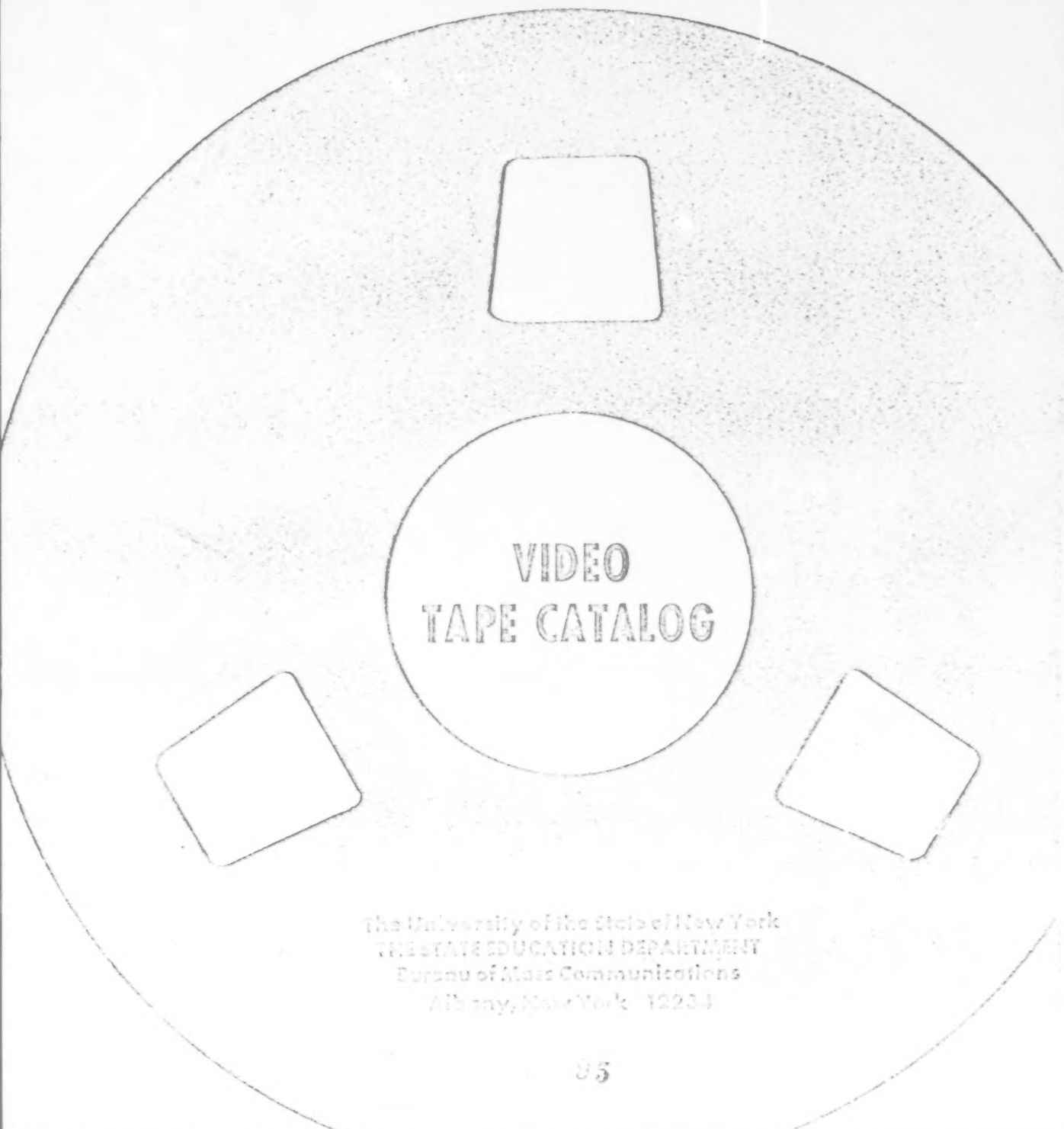
Video Communications Associates has been selected by The American University to assist all interested schools in evaluating these language courses. The enclosed brochure was prepared to introduce the Multi-Media concept to you and your colleagues. We hope that it will be of interest to you and we invite your specific inquiry by means of the attached pre-paid mailer.

Sincerely,


Charles B. King
President

enclosures

Media Duplication and Distribution Service



VIDEO TAPE CATALOG

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Mass Communications
Albany, New York 12234

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Le Francais Vivant (Living French); B/W; 1972
LENGTH: 30 min.
TALENT: Robert K. Menendes, Assistant Professor of French at
Nazareth College, Rochester
NUMBER OF PROGRAMS: 80
AUDIENCE: Beginning college level, Selected beginning secondary
level
COMPLETE STUDENT GUIDE AVAILABLE

CONTENT: This instructional series is designed to teach the French language through the "aural-oral method." The program is learned as an outgrowth of usage.

A complete guide is available for the student, written by the instructor.

Lessons 1-80, including reviews and dictations.

FOREIGN LANGUAGE

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: El Español Con Gusto (Spanish With Pleasure); B/W; 1971
LENGTH: 30 min.
TALENT: Morahima de Semprun, Assistant Professor of Spanish, Nazareth College, Rochester
PRODUCING AGENT: Rochester Area Educational Television Association
NUMBER OF PROGRAMS: 80
AUDIENCE: Beginning College Level, Selected Beginning Secondary Level
COMPLETE STUDENT GUIDE AVAILABLE

CONTENT: This instructional series is designed to teach the Spanish language through the "aural-oral method." The grammar is learned as an outgrowth of usage.

A complete 202-page guide is available, written by the instructor.

Lessons 1-80, including reviews and dictations.

ARABIC WRITING - READING FUNDAMENTALS

A Vidio Cassette Learning Package
for the Purposes of:

- Self-Instruction
- Student Assignment
- Classroom Teaching

It includes 5 thirty-minute video cassettes
covering the fundamental phonology and
writing of Modern Standard Arabic

~~It includes~~

~~1. Introduction to Arabic~~

~~2. The Arabic Alphabet~~

~~3. Basic Grammar~~

~~4. Reading and Writing~~

PRICE \$260

Y-P

PRODUCTION

1088 via verona
Chico, Ca. 95926

JAPANESE WRITING - READING FUNDAMENTALS

A Mediated Learning Package
for the Purposes of:

- Self-Instruction
- Student Assignment
- Classroom Teaching

It uses the most popular and reliable slide/cassette format
(self-advanced at standard 1000 H.Z. or audible signals).

It includes

Part 1 HIRAGANA

Part 2 HIRAGANA AND COMBINATIONS

Part 3 KATAKANA

Part 4 KATAKANA AND COMBINATIONS

TOTAL PRICE \$190

Y-P

PRODUCTION

1088 via verona

Chico, Ca. 95926

Chinese Writing and Reading Dictation Exercises

Unit No. 1

Words or Combinations

小姐 先生 太太 你們(们) 我們(们)
你們(们) 謝謝(谢) 高小姐 高先生

Sentences

不好嗎(吗)?

很好, 謝謝(谢)。

先生, 白太太他們(们)都好嗎(吗)?

你們(们)都好, 您呢?

很好。

一見(见)。

MEDIATED CHINESE WRITING/READING/LISTENING COURSE

(College & Secondary)

Both Regular and Simplified Versions

INCLUDES

- 1 Color Video Cassette on "Introduction to Chinese Writing"
(can be used independently)
- 20 Color Video Cassettes on Chinese
Writing/Reading/Listening Lessons
- 20 Audio Cassettes on Listening Dictation Exercises

This package has been successfully field tested and is currently being used at California State University, Chico and Utah State.

It is designed for independent or individualized study as well as classroom use.

It can be used as:

Aid for Instructors (Level I-IV)

Complete Self-Instructional Package

PRICE \$1500

For sale information
please write to:

William Pang
Critical Languages or IMC/AV
California State University, Chico
Chico Ca. 95926

APPENDIX VI

Lockheed Computer Search of ERIC Data Base
on the Use of Video in Language Instruction: Fall 1975

Lockheed Retrieval Services

r9005 Date:11/13/75 Time:09:57:23 File: 1

Print Summary

```

Arch time      25.09  Print count      100  IP Acc.:      13  Docs.:      21
Rescs.:        13

```

EJ119334 EC071820

Teaching Sign Language by Interactive Television

Sanborn, Donald E.; And Others American Annals of the Deaf; 120;
1; 58-62 Feb 75

Descriptors: *General Education/ *Sign Language/ *Teaching Methods/
*Television

A pilot project is described in which an introductory course in sign language was successfully taught to five groups of nondeaf persons in Vermont and New Hampshire via closed circuit television. (Author)

EJ117972 IR501912

Testing Second-Language Listening Skills Via Television

Thomas, R. Murray Audiovisual Instruction; 20; 5; 24-27 May 75

Descriptors: *Second Languages/ *English Education/ *Listening Skills/ *Educational Television/ Teaching Methods/ Instructional Media / Instructional Systems

How instructional television was utilized to develop a system whereby listening comprehension of English as a second language could be tested. (Author/HB)

EJ117846 IR501772

The Story of Dual Audio TV

Borton, Terry; Belasco, Leonard Public Telecommunications Review;
3; 2; 28-31 Mar/Apr 75

Descriptors: *Educational Television/ *Educational Radio/ *Language Arts/ *Commercial Television/ Mass Media/ Programing (Broadcast)

The story of dual audio TV, a instructional medium combining instructional radio and commercial television. (Author)

EJ116130 FL507329

In-Service Training by Radio and Television

Pasanen, Leena English Language Teaching Journal; 29; 3; 221-229
Apr 75

Descriptors: *Inservice Teacher Education/ *Language Teachers/ *Language Instruction/ *Educational Radio/ *Educational Television/ Audiovisual Instruction/ Teaching Methods/ Teacher Education/ Multimedia Instruction/ English (Second Language)

Outlines the development in Finland of a course which may be followed by language teachers in their homes. (MSE)

EJ114298 FL507161

Flexible Differenzierung im Englischunterricht einer schulformbezogenen Gesamtschule. Beispiel: Gesamtschule Felsberg (Flexible Grouping by Ability in English Teaching at a "Gesamtschule." Example: Gesamtschule Felsberg)

Key, Willi Fremdsprachliche Unterricht; 8; 4; 56-63 74

Descriptors: *Educational Television/ *Ability Grouping/ *Academic Achievement/ *Language Instruction/ *English (Second Language)/ Elementary Education/ Junior High Schools/ Language Proficiency/ Remedial Courses/ Diagnostic Tests

Describes a mixture of rigid and flexible grouping by achievement on the basis of the television course "Speak Out" in the 7th school year of a Gesamtschule offering supplementary courses. (Text is in German.) (IFS/WGA)

EJ112600 FL506928

Meine Arbeit an der Entwicklung des Sprechens bei integriertem Fernsehkurs Russisch (1). Dargestellt am Beispiel der Lektion 3 - Klasse 10 (My Work in the Development of Speaking, in the Integrated Television Course in Russian (1). Presented Using as Example Lesson 3 - Grade 10)

Mueller, Renate Fremdsprachenunterricht; 4-5; 224-233 74

Descriptors: *Language Instruction/ *Teaching Methods/ *Educational Television/ *Telecourses/ *Language Proficiency/ Unit Plan/ Oral Expression/ Secondary Education/ Translation

Presents among other things the didactic-methodological procedure in Teaching Units 3 and 4, Grade 10; the development of (predominantly monologue) speaking proficiency and proper translation into the foreign language, with special attention to measures to be taken immediately before and after watching the television program. (Text is in German.) (IFS/WGA)

EJ112599 FL506927

Nutzung von Mitschnitten des Fernsehkurses Russisch (Use of Cuts from the Television Course in Russian)

Kelzer, Viktor Fremdsprachenunterricht; 4-5; 246-247 74

Descriptors: *Language Instruction/ *Russian/ *Educational Television/ *Telecourses/ Foreign Language Films/ Secondary Education

Presents a report on experience with examples of exercises from Lesson 5 "Old friends" (Grade 9), Lesson 18 "In the Stadium" (Grade 9) and Lesson 5 "Get acquainted with Leningrad" (Grade 10) of a Russian television course. (Text is in German.) (IFS/WGA)

EJ111161 FL506021

News from Instructional Television

Beer, Sheila; Kronfeld, Sionah English Teachers' Journal (Israel)
; 12; 47-49 Oct 74Descriptors: *Second Language Learning/ *English (Second Language)/
*Language Instruction/ *Television Curriculum/ *Educational Television
/ Educational Television/ Instructional Media/ Teaching MethodsPlanned changes in instructional television programming for grades
5-10 for the school year 1974/5, and to some extent for 1975/6, are
reported. Information regarding seminars for inservice training and
suppliers of written material is given. (RM)

EJ109168 CS706500

Public Doublespeak: Teaching about Language in the Marketplace

Dieterich, Daniel J. College English; 36; 4; 477-81 Dec 74

Descriptors: *Commercial Television/ *Television Commercials/
*Television Viewing/ *Language/ *English Curriculum/ Media Selection/
Mass Media/ Teachers/ English/ Student Needs

Identifiers: *Public Doublespeak

Educators have done far too little to prepare students to protect
themselves from the persuasions of advertisers and politicians. (JH)

EJ107460 FL506676

On Subtitles in Television Programmes

Dollerup, Cay Babel; 20; 4; 197-202 74

Descriptors: *English (Second Language)/ *Television/ Programing
(Broadcast)/ Second Language Learning

Identifiers: *Denmark

Consideration is given to Danish subtitles in English television
programs.

EJ106233 IR501209

"Let's Watch the Sketch"

Gillate, Donald Educational Broadcasting International; 7; 3;
152-7 Sep 74Descriptors: *Educational Television/ *Language Instruction/ *Drama/
*Educational Innovation/ Instructional Media/ English Instruction

Identifiers: *Great Britain

A description of a British language educational television course
using drama. (HB)

EJ106031 FL506675

The Use of Broadcast Television Programs as a Means of Advanced
Conversational Instruction in ChinesePuck, David P. Journal of the Chinese Language Teachers
Association; 9; 2; 93-97 May 74Descriptors: *Mandarin Chinese/ *Conversational Language Courses/
*Televised Instruction/ Language Instruction/ Language Programs

PJ105786 CS706421

King Arthur Televised

Gilbert, Virginia; Stoeppelwerth, Sydney Elementary English; 51:
7; 959-61 Oct 74Descriptors: *Language Arts/ *Story Telling/ *Television/ *Creative
Activities/ Vocabulary Development/ Literature Programs/ Primary
Grades/ Mythology

Identifiers: *Tales from King Arthur

A televised program of Tales from King Arthur for elementary
students provides reinforcement for other language arts skills as well
as a personal literary experience for the viewer. (JH)

EJ105735 CS706370

Television: Teaching the Message and the Message

Lucking, Robert A. English Journal; 63; 7; 74-6 Oct 74

Descriptors: *Commercial Television/ *Language/ *Communication
(Thought Transfer)/ *Television Commercials/ *Teaching Techniques/
Programing (Broadcast)/ Broadcast Industry/ Publicize/ High School
StudentsEnglish teachers have a responsibility to teach students to become
intelligent consumers of television messages. (JH)

EJ104563 IR501022

The Role of Television in the Teaching of Modern Languages

Gourine, I. Educational Media International; 3; 24-26 Sep 74

Descriptors: *Instructional Television/ *Programing (Broadcast)/
*Language Instruction/ Teaching Methods/ Audiovisual Instruction/
Modern LanguagesA discussion of how new programs improve prospects of using
television in language instruction. (HB)

EJ104562 IR501021

Modern Languages and Integrated-Circuit Television at the C.E.S.

"L' Lumiere" at Marly le Roi

Lesage, A. Educational Media International; 3; 22-24 Sep 74

Descriptors: *Closed Circuit Television/ *Teaching Methods/
*Language Instruction/ *Modern Languages/ Instructional Television/
Audiovisual Instruction

Identifiers: Marly le Roi/ France

EJ104561 IR501020

The Role Played by Closed-Circuit Television in the Teaching of
Modern Languages

Berman, J. P. Educational Media International; 3; 20-22 Sep 74

Descriptors: *Closed Circuit Television/ *Teaching Methods/
*Language Instruction/ Instructional Television/ Audiovisual
Instruction/ Modern Languages

EJ099782 IR500544

Language Learning and ETV in Singapore

Woon, Doris Educational Broadcasting International; 7; 1; 17-21

Mar 74

Descriptors: Audiolingual Methods/ *Bilingual Education/
*Educational Television/ *English (Second Language)/ Instructional
Media/ *Language Instruction/ Second Language Learning

Identifiers: Malaysia/ Singapore/ *Singapore Educational Media
Service

A discussion of language-learning problems in Singapore, Malaysia,
where there are four official languages, and educational television's
role in language teaching. (HB)

EJ099780 IR500542

British Council And BBC Cooperate in Government Scheme for English
Teaching Films and Broadcasts

White, Tom Educational Broadcasting International; 7; 1; 11-13

Mar 74

Descriptors: Audiolingual Methods/ *Educational Television/ *English
Instruction/ *Instructional Films/ Instructional Media/ Interagency
Cooperation/ *Language Instruction/ Teaching Methods

Identifiers: British Broadcasting Corporation/ British Council/
*Great Britain

EJ099779 IR500541

Language-Teaching Programmes: Student Response

Sherrington, Richard Educational Broadcasting International; 7; 1
; 8-10 Mar 74

Descriptors: *Audiolingual Methods/ Audiolingual Skills/
*Educational Television/ Instructional Media/ Language Development/
*Language Instruction/ Language Programs/ Teaching Methods

Identifiers: *Great Britain

A discussion of language-teaching programmes via television in Great
Britain. (HB)

EJ096268 FL506146

The Contribution of Television in Media-Aided Language Programs

Prozanek, Martha; And Others FALLD Journal; 8; 2 W 74

Descriptors: *Audiovisual Instruction/ *College Language Programs/
*Educational Television/ *Instructional Materials Centers/ *Language
Instruction/ Program Descriptions

EJ096246 FL506079

Implikationen des Kulturfederalismus fur das Telekolleg II an
Beispiel Englisch (Implications of the Culture Federation for the
"Telekolleg II" in English)

Stunner, Peter O. Zielsprache Englisch; 1; 6-10 Jan 74

Descriptors: *Language Instruction/ *English (Second Language)/
*Educational Television/ *Cultural Education/ *Technical Education/
Educational Objectives/ Teaching Methods/ Grade 10/ Vocabulary
Development/ Language Patterns

EJ095641 AA518181

On the Other Side of "Sesame Street"

Best, Tony American Education; 10; 4; 6-10 May 74

Descriptors: *Educational Television/ *Language Development/
*Minority Group Children/ Listening Groups/ Educational Games/
Children/ Rural Youth/ urban Education

Describes the efforts of Sesame Street to reach the
"information-deprived" child. (GB)

EJ095932 AA517973

The Language of Television

Beach, Richard Educational Forum; 38; 3; 277-83 Mar 74

Descriptors: *Commercial Television/ *Verbal Ability/ *Verbal
Development/ *Language Usage/ *Models/ Student Reaction/ Response Mode
/ Speech Habits/ Prediction/ Information Processing

Article devoted attention to the effect television has on verbal
ability and development and the manner in which television may serve
as a model for language usage. Author also outlined some of the
limitations imposed on language by television. (Author/RK)

EJ086210 FL505399

Der Video-Recorder: Unterrichtserfahrungen mit dem Medium Fernsehen

(The Video-Recorder: Teaching Experiences with Television)

Springsklee, Renate Zielsprache Deutsch; 3; 120-6 73

Descriptors: *Language Instruction/ *Instructional Materials/
*Audiovisual Aids/ *Video Cassette Systems/ *Television/ Films/
Teaching Methods/ Elementary Grades/ Secondary Grades

EJ085768 CS700365

Where's the Good Word?

Parrell, Edmund English Journal; 62; 7; 977-83 Oct 73

Descriptors: *English/ *Language Usage/ *Oral Expression/
*Television Commercials/ *Persuasive Discourse/ Communication (Thought
Transfer)/ Propaganda/ Mass Media/ Television Surveys/ Social
Attitudes/ Secondary Education

Discusses the misuse of language by business, military, and
political interests, suggesting that teachers must lead the fight
against unsound logic and corrupted language as presented to the
public through the mass media. (RB)

EJ079945 CS705825

Exploring the Language of Persuasion

Williams, Sandra English in Education; 6; 3; 10-14 72

Descriptors: *Language Instruction/ *Teaching Techniques/
*Television Commercials/ *Publicize/ *Grade 6/ Females/ Questioning
Techniques

EJ074966 CS700122

Jack, Janet, or Simon Barsinister?

Savage, John F. Elementary English; 50; 1: 133-36 Jan 73

Descriptors: *Educational Television/ *Language Development/
*Language Programs/ *Language Skills/ Listening Skills/ *Television/
Television Commercials/ Television Viewing

Discusses ways the television can be used in building language skills in the classroom. (EM)

EJ074079 AA515625

Teaching English with TV

Schlich, Victor A. American Education; 9; 3: 13-8 Apr 73

Descriptors: learning Activities/ *English/ *Language Programs/
*Participant Involvement/ Production Techniques/ Program Descriptions/
*Rural Schools/ *Television

Recognizing that children are comfortable with television, a rural Maine school uses it to help students better their language skills.
(Editor)

EJ065947 EM502916

Evaluating Carrascolendas: A Television Series for Mexican-American Children

Williams, Frederick; Natalicio, Diana S. Journal of Broadcasting;
16; 3: 299-309 Sum 72

Descriptors: *Educational Television/ *Language Skills/ *Mexican
Americans/ Primary Education/ Program Evaluation

EJ058569 PL502584

Lernpsychologie und Schulfernsehen (The Psychology of Learning and Educational Television)

Issing, L. J. Zielsprache Deutsch; 2; 78-87 70

Descriptors: Educational Planning/ Educational Research/
*Educational Television/ Instructional Improvement/ *Language
Instruction/ *Learning Theories/ Programed Instruction/ Teaching
Methods

EJ058563 EX502605

The Contribution of Radio and Television to Language Teaching

Bill, Brian Visual Education; 9, 11 Apr 72

Descriptors: *Educational Radio/ *Educational Television/
Instructional Programs/ *Language Instruction

EJ057074 EM502449

Integrated Multi-Media Systems for the Teaching of Modern Languages

Nickel, R. A. Educational Media International; 4; 6-12 Dec 71

Descriptors: *Educational Television/ *Language Instruction/ Modern
Languages/ *Multimedia Instruction/ *Programming (Broadcast)/ *Second
Language Learning

EJ056006 EC041678

Television as a Language Training Medium with Retarded Children

Striefel, Sebastian Mental Retardation: 10; 2: 27-9 Apr 72

Descriptors: *Educational Television/ *Exceptional Child Education/
*Language Instruction/ *Mentally Handicapped

EJ054644 EC041472

The Sesame Street[®] ChallengeHamre, Curtis E.; Speas, Susan Journal of Learning Disabilities:
5; 4: 207-8 Apr 72Descriptors: *Educational Television/ *Exceptional Child Education/
Language Development/ *Language Instruction/ *Learning Disabilities/
*Research Needs

Suggested is the feasibility of programming language stimulation activities for learning disabled children similar to the approach used in the television program, Sesame Street. (KW)

EJ053460 FL502453

La television au service de la poesie (Using Television to Teach Poetry)

Pideaux, Michel Francais dans le Monde: 11; 86; 15-19 Jan-Feb 72

Descriptors: Films/ *French/ *French Literature/ Imagery/ *Language Instruction/ *Poetry/ Teaching Techniques/ *Television

EJ052694 EM502362

English Language Teaching and Teacher Training: A Co-operative Approach

Roddis, Miles F. Educational Broadcasting International: 5; 2: 112-114 Jun 71

Descriptors: *Developing Nations/ *Educational Television/
*In-service Teacher Education/ *Language Instruction/ Program Descriptions

Identifiers: *United Arab Republic

EJ052673 EM502317

Broadcasting in Foreign Language Instruction: Sweden--A Possible Model

Carroll, James K. Educational Broadcasting: 4; 4: 19-22, 42 Oct 71

Descriptors: *Educational Radio/ *Educational Television/ *Language Instruction/ Production Techniques/ Program Descriptions/ *Teaching Methods

Identifiers: *Sweden/ Swedish Broadcasting Corporation

EJ050711 12502222

Rôle de la television dans l'enseignement des langues modernes (The Role of Television in the Teaching of Foreign Languages)

Howlett, Frederick G. Canadian Modern Language Review; 29; 2; 47-49 Jan 72

Descriptors: Audiovisual Aids/ *Educational Television/ Electronic Equipment/ *Language Instruction/ Programing (Broadcast)/ Radio/ Teaching Techniques/ Television Curriculum/ Vocabulary

EJ049136 TZ201804

Castle Zarenba: A Multi-Media Approach to Learning Canadian English as a Second Language

Handscombe, Richard J. English Quarterly; 4; 3; 33-46 P 71

Descriptors: Audio Visual Communication/ *Audiovisual Programs/ *Educational Television/ *English (Second Language)/ Language Programs / Listening Groups/ Second Language Learning/ *Teaching Methods/ Teaching Techniques

Description of television ethnic soap opera used to teach English as a second language to non-English speaking Canadians. Model episode presented. Photographs. (AP)

ED108453 FL004095

Telemethode (Telemethod) .

Howlett, P. G.

Ontario Educational Communications Authority, Toronto.

Publ. Date: 74 Note: 17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ *Audiovisual Instruction/ Cultural Education/ *Educational Television/ French/ Individualized Instruction / *Language Instruction/ Learning Activities/ Modern Languages/ Role Playing/ Second Language Learning/ Teaching Methods/ *Video Tape Recordings/ Visual Aids

This publication is a guide to the use of television in language instruction, in particular for Grade 7 French instruction in Ontario. Basic methodology is reviewed, followed by a description of how television instruction can be individualized through the use of a video-recorder. Student television productions are also discussed. A sample production plan is given, including suggestions to improve production. An appendix lists linguistic, attitudinal, and cultural objectives of the grade 7 French program. The complete booklet consists of both English and French versions of the same material; only the English version is presented here. (AM)

ED103827 CS001689

Developed Auditory-Vocal Functioning with TV Tapes and Scripts.

Cafarella, Ruth L.

Publ. Date: May 75 Note: 16p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Educational Television/ *Language Development/ Reading / *Reading Improvement/ Reading Instruction/ *Reading Programs/ Reading Skills/ Secondary Education

This paper discusses the TV Reading Program in Philadelphia and Mount Vernon which encourages the development of auditory-vocal behaviors without preempting the English, social studies, or science curricula. The program in both districts fosters practice in expressing standard grammar orally. Teachers in the TV Reading Program work from prepared scripts, giving students precise definitions for the vocabulary found in the scripts. Students dramatize the scripts, reciting responses in unison. Although the initial development of a concept is at an abstract level, the verbal input is supported by concrete experience when the video portion of the TV tape is switched on. When concepts are not represented visually, teachers lead students to perceive the parameters of the concept through a questioning technique which requires students to affirm or negate the relationships of the new concept with familiar concepts. A pilot study of the impact of the program on the reading behavior of seventh graders encouraged the expansion of the program and the application for a federal grant to install an on-the-job training program for secondary teachers. (MR)

ED097869 IR001228

Educational Television: Its Use in Language Instruction.

Harper, Jane

Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.

Publ. Date: Oct 74 Note: 6p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiolingual Methods/ Audiovisual Aids/ *Educational Television/ Language Aids/ *Language Instruction/ Language Laboratories/ Second Language Learning/ Speech Therapy/ *Video Tape Recordings

Instructional television via videotape can be a good source of assistance in alleviating comprehension problems that occur when foreign languages are taught by the audiolingual method. Television can be used in language instruction in two ways: demonstrations to the student or demonstrations by the student. Demonstrations to the student can provide good illustrations of the context, gestures, facial and mouth movements that naturally accompany language production and reception. Visual scenes can often provide meaning to the content of the conversation. In addition, videotapes allow a measure of individualized instruction and can preserve lectures for students who missed them or want to review them. The principal advantage of demonstration by the student is the provision of feedback and evaluation of his own and his classmates' speech. Instructional television via videotape should certainly be used more than it has been in the past. (WH)

ED087466 IR000211

Television and Radio Program Production. Language Arts. 5113.199.

Miller, Donna

Dade County Public Schools, Miami, Fla.

Publ. Date: 72 Note: 25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Audiovisual Aids/ *Curriculum Guides/ Instructional Materials/ *Language Arts/ Mass Media/ *Production Techniques/ *Radio/ Secondary Grades/ *Television/ Writing

Identifiers: Quinmester Program

A lab course in media production for secondary school students is described. The objectives of the course are to learn: 1) to utilize different techniques in writing radio and television assignments; 2) to describe the functions of production personnel and equipment; 3) to define the organization of a production facility; 4) to operate audiovisual equipment; and 5) to use different techniques to write, produce and direct complete radio and television programs. The course content includes the study of writing techniques, production facilities, operational organization, and production equipment and techniques; the completion of a production project is also required. A list of 56 teaching strategies designed to achieve course objectives is provided. A glossary and bibliographies of student and teacher resources are included. (PB)

ED086017 PL004766

The Teaching of Modern Languages by Closed-Circuit Television and Other Audio-Visual Media. Report of the Meeting of Experts (January 11-14, 1972).

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Publ. Date: 21 Mar 72 Note: 48p.; Meeting held at Glasgow, Scotland
EBS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors: Audiovisual Instruction/ *Closed Circuit Television/ Educational Technology/ *Educational Television/ English/ French/ German/ Language Instruction/ *Modern Languages/ Multimedia Instruction/ *Symposia/ Television/ *Television Curriculum/ Television Viewing

This report outlines in detail the proceedings of a symposium held on the teaching of modern languages by closed-circuit television and other audio-visual media. Included are the addresses, statements, and reports by participants, as well as a list of the conclusions and recommendations of the members of the symposium. (HW)

ED077189 EM011066

ITV in American Samoa—After Nine Years.

Schramm, Wilbur

Stanford Univ., Calif. Inst. for Communication Research.

Sponsoring Agency: Agency for International Development (Dept. of State), Washington, D.C.

Publ. Date: Mar 73 Note: 63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: *Achievement/ Comparative Analysis/ Costs/ *Developing Nations/ *Educational Television/ Expenditure Per Student/ Instructional Media/ *Language Proficiency/ *Research Projects/ Student Attitudes/ Teacher Attitudes/ Technological Advancement

Identifiers: *American Samoa

This is the first report on the instructional television (ITV) project in American Samoa in which it has been possible to base conclusions on any considerable amount of hard data. There is insufficient evidence to make conclusive comparisons of academic levels in 1964, the start of the project, with those today. However, experimental evidence shows that the longer pupils in any given grade had been exposed to television, the better their English performance. This is important as English is the language of instruction. Because they are in English and do not fit the Samoan curriculum or culture, mainland standardized tests are inadequate to measure Samoans' performance. Attitudes toward instruction by television decline sharply in the upper grades and high school, and between elementary and high school teachers. It is possible that after teaching standards rise (in part because of ITV itself), students and teachers become impatient with the mass and central control of the broadcasts. The annual cost of ITV is about \$157 per pupil, plus or minus 15%, including capital equipment and interest. After nine years, the chief administration of the project is in the hands of Samoans, from the director of education down through teachers. (JK)

ED063605 CS000030

How Can Educational Television Be Used Effectively in Improving Reading?

Carroll, Hazel Horn

Publ. Date: May 72 Note: 8p.; Paper presented at Annual Convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Educational Television/ *Language Arts/ *Reading Instruction/ *Teaching Techniques

Having screened preview films and tapes and teacher manuals for educational television series available for his students' viewing, the teacher can identify the kinds of reading skills typically emphasized in each, perhaps charting them for ready reference. Subsequently, the preparation the teacher gives students before they view the programs and the activities into which he leads them after the viewing can deepen both enjoyment and learning; but the teacher must be flexible enough to capitalize upon potentially fruitful though unexpected turns in class activity. Such projects as creative dramatization, newspaper analysis, puppetry, and poetry composition have engaged the interest and talents of elementary school children whose class work has been planned in conjunction with educational television programs. (Sources of 8 program series are cited and a chart of reading skills they emphasize is provided.) (RD)

ED060742 FL003021

Home-Oriented Preschool Education.

Alford, Roy W., Jr.

Laval Univ., Quebec. International Center on Bilingualism.

Publ. Date: Nov 71 Note: 20p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p45-64

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Behavioral Objectives/ Cognitive Development/ Culturally Disadvantaged/ Early Childhood/ Early Childhood Education/ Economically Disadvantaged/ Educational Experiments/ Educational Strategies/ *Educational Television/ *Home Study/ *Language Development/ *Mobile Classrooms/ Paraprofessional School Personnel/ *Preschool Education/ Program Evaluation/ Psychomotor Skills/ Rural Areas

Identifiers: *Appalachia

In an effort to bring preschool training opportunities to economically disadvantaged young children in rural areas, the Appalachia Educational Laboratory has devised a program using educational television, weekly home visitation by paraprofessional school personnel, and mobile classrooms. Evaluation of the program indicates that children who have participated in the program have increased language development and cognitive learning, and greater psychomotor and social skills development. The cost of the program was found to be approximately one-half that of the standard kindergarten program. (VM)

ED060694 FL002927

El español con gusto - Spanish with Pleasure: A Television Course in Beginning College Spanish.

Semprun, Morahima de
New York State Education Dept. , Albany. Bureau of Mass Communications.

Note: 209p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors: Audiolingual Skills/ Basic Skills/ *College Programs/ *Conversational Language Courses/ *Educational Television/ Grammar/ Instructional Materials/ Language Instruction/ Modern Languages/ Oral Communication/ *Spanish/ Textbooks/ *Traditional Grammar/ Vocabulary Development

Sixty-four Spanish lessons for use in a televised beginning college Spanish program are presented in this text. Lessons include exercises, verb study, conversation, vocabulary development, and grammatical analysis. Fundamental to the course is the belief that mastery of grammar can only be achieved through conversation. As a consequence, lessons focus on developing grammatical understanding integrally with conversational skills. (RL)

ED053578 EM009184

Using Television for Teaching a Second Language Through Dramatized Every Day Situations; An Assessment of Effects on Active Speech and On Understanding Dialogues Presented by Other Media.

Tidhar, Hava

Instructional TV Center, Tel Aviv (Israel).

Publ. Date: 71 Note: 25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Conventional Instruction/ *Educational Television/ *English (Second Language)/ Films/ Grade 9/ *Intermode Differences/ Language Instruction/ Low Ability Students/ Phonotape Recordings/ *Second Language Learning/ Teaching Methods

A series of experiments explored the use of television in Israel to teach English to Hebrew-Speaking students. The emphasis of the experiments was on assessing the ways in which television can be used to fulfill specific tasks in language instruction that are not easily fulfilled by the classroom teachers. Ninth graders were divided into two groups: One group received the standard course of English-language instruction; a second group had English-language instruction supplemented by a television program which presented the spoken language in natural context and in every day situations. The ninth graders who had the television experience showed a better understanding of English-language films and audio tapes, as well as better achievement in active speech. The contribution of television to understanding from audio tapes proved to be particularly great in pupils whose IQ was less than 110. The greater amount of exposure to oral presentations did not have a negative effect on reading comprehension. (JY)

ED052441 24 AC010467

Oral English Development among Non-English Speaking,
Spanish-Speaking American Adults Based on Thirty Innovative Video
Programs and Related Paper/Pencil Lessons.

Valencia, Atilano A.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Bureau No.: BR-6-2827

Contract No.: OEC-2-7-005081-5081

Publ. Date: 71 Note: 69p.: A Field Testing Report for the Adult
Basic Education Division, Southwestern Cooperative Educational
Laboratory

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: *Adult Programs/ Educational Research/ *Educational
Television/ *English (Second Language)/ *Language Instruction/ Oral
English/ *Spanish Speaking/ Statistical Analysis

Identifiers: Empleen Ingles Series

The 1970-1971 field testing of the Adult Basic Education Empleen Ingles video programs and paper and pencil lessons was undertaken to provide answers to several questions. These questions concerned: (1) the instructional effectiveness of the 30 video programs and pen and pencil lessons; (2) the two programs as single or dual instructional media; (3) target population attitudes toward English usage and video program characters; and (4) learning retention among program participants subsequent to a time period following the final program exposure. Findings of the field testing show: (1) the Empleen Ingles Video Program and Paper/Pencil Lessons produce dramatic and significant gains in English comprehension, usage, and vocabulary; (2) a combination of the programs produce greater learning effects than does a single instructional medium; (3) the target population perceived the video program in a favorable light; and (4) the degree of English proficiency 20 days after program exposure remained significantly higher as compared with pretest scores. It is recommended that: (1) a dissemination plan be conceptualized and implemented to provide the target population with these instructional programs; and (2) consideration be given to continuing the development of the Empleen Ingles series until 100 or 150 video programs have been completed. (DB)

ED050615 FL001968

The Relative Effectiveness of Three Video Oral English Instructional Conditions for Illiterate or Undereducated Non-English Speaking Adults, Spanish Speaking Adults. A Report of Statistical Findings and Recommendations Based on a Field Testing Study.

Valencia, Atilano A.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-4-062827-3078

Publ. Date: Jun 69 Note: 65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: Adult Education/ *Educational Television/ *English (Second Language)/ *Field Studies/ Instructional Films/ Instructional Materials/ *Language Instruction/ *Program Evaluation/ Spanish Speaking/ Teaching Methods/ Testing/ Video Tape Recordings

The instructional effectiveness of videotaped instruction in basic oral English to non-English speaking, adult speakers of Spanish is the focus of this report. A field testing program involving subjects who had been exposed to the films developed by the Southwestern Cooperative Educational Laboratory ascertains the effectiveness of the lessons in each of the films in terms of predetermined behavioral objectives. Three testing conditions were envisaged and are examined in this study: a classroom condition with video exposure only; a classroom condition with video exposure and followup drills by an instructor; and a home condition with video exposure only. This four-part report covers: (1) principal features of the field testing program, (2) criterion variables and statistical design, (3) statistical analysis and findings, and (4) summary, conclusions, and recommendations. Appendixes contain a sample field testing instrument and various statistical tables. (RL)

ED049216# TE002291

An Historical, Descriptive Study of the Television Teaching of Spanish in the Detroit Public Schools Following the Principles of Foreign Languages in the Elementary School (FLES).

Patterson, Dorothy Florence

Publ. Date: 69 Note: 268p.; Ph.D. Dissertation, The University of Michigan

Available from: University Microfilms, A Xerox Company 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-18,077, MFilm \$3.45, Xerography \$12.15)

Document Not Available from EDRS.

Descriptors: *Educational History/ *Educational Television/ Elementary Education/ *Fles/ Fles Programs/ Instructional Materials/ *Language Development/ *Spanish/ Teacher Role/ Teaching Methods/ Television Teachers

To investigate the television teaching of foreign languages in the elementary schools (specifically that of Spanish in the Detroit school system) based on the philosophy of FLES, the following factors were studied: (1) the historical background of foreign-language teaching methodology, of television teaching techniques; and of the emergence and development of FLES; (2) the history of Spanish television teaching in Detroit elementary schools from September 1957 through June 1964; (3) the roles of the television teacher, the classroom-viewing teacher, and the producer-director; and (4) materials including courses of study, television scripts, and annual reports made by administrators to the Detroit Board of Education. Although it was not possible to have control classes during the experimental period, and no true scientific data were available, the empirical evidence gathered indicated that children did learn to speak and understand Spanish when it was taught by the team of television and classroom teachers following the principles of FLES. (Author/MF)

ED042371 FL001366

The Television Teacher—How Near, How Far?

Kern, Edith

Publ. Date: 59 Note: 6p.

EDRS Price MF-\$0.76, HC-\$1.58 PLUS POSTAGE

Descriptors: Academic Achievement/ Audiolingual Methods/ Audiovisual Instruction/ Educational Experiments/ *Educational Television/ *Fles/ Instructional Media/ *Language Instruction/ *Modern Languages/ Teaching Methods/ Telecourses

Critical of the language instruction which students receive in elementary and secondary schools, the author examines the teaching potential of televised instruction. Foreign language instruction in the elementary school is noted to be particularly weak. Discussion of an experiment involving some 800 children in 4th and 5th grades suggests that televised instruction can yield satisfactory academic results. (RL)

ED039509 AL001456

The Role of Educational Television in Teaching English as a Second Language.

Silver, Manuel

Publ. Date: 66 Note: 46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors: Bibliographies/ Contrastive Linguistics/ *Educational Television/ *English (Second Language)/ Hebrew/ *Language Instruction/ Lesson Plans/ Teacher Education/ Video Tape Recordings

Identifiers: Israel

In the first two chapters of this study, the author provides an overview of the role of television in education, and reviews some of the research carried out in the field. Following chapters deal with foreign language teaching, the teaching of English as a second language, teacher training, the teaching of English in Israel, a contrastive analysis of the use of the indefinite determiner in English and modern Hebrew, a lesson plan utilizing ETV, and a projected view of the field. Concluding the study are a bibliography and a brief listing of video-tape programs in English-as-a-second-language programs used by the United States Information Services, the British Council, the Centre for Educational Television Overseas (London), the Swedish Schools Broadcasts, the St. Cloud-CREDIF (France), and the Canadian Broadcasting Corporation. (AMM)

ED038411# TE001793

An Analysis of Listening Skill Development Using the Midwest Program on Airborne Television Instruction.

Purdon, Boyd Andra

Publ. Date: 68 Note: 148p.; Ed.D. Dissertation, George Peabody College for Teachers

Available from: University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-16,336, Microfilm \$3.00, Xerography \$7.00)

Document Not Available from PDRS.

Descriptors: *Educational Television/ *Grade 4/ Instructional Media/ *Language Arts/ *Listening Skills/ *Student Improvement/ Teacher Role/ Television Viewing

One experimental and three varied control groups (a total of 340 fourth graders) were used to investigate the effectiveness of a listening skill developmental unit produced by the Midwest Program on Airborne Television Instruction (MPATI). Results from an analysis of the effectiveness of the unit in developing skills of listening comprehension, interpretation, and evaluation showed that the experimental group, which received the MPATI unit, made consistently significant gains in all areas of listening skills tested. It was concluded that (1) listening skills can be improved through systematic instruction; (2) the MPATI listening program is effective in improving the listening skills of fourth graders; (3) viewing television "per se" is not an important factor in improving listening ability; and (4) the classroom teacher's knowledge and attitude of listening seems to affect the development of listening ability in pupils. (Author/DF)

PD029278 AL001880

Tele-TESOL in Puerto Rico for the Primary Grades.

Welninski, Virginia M.

Publ. Date: Mar 69 Note: 12p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiolingual Methods/ *Educational Television/
*English (Second Language)/ *Language Instruction/ Primary Grades/
Spanish Speaking/ Teacher Education/ *Teaching Methods

Identifiers: *Puerto Rico

The lack of qualified English teachers is a pressing problem in Puerto Rico where, officially, English is taught in grades 1-12 one hour each school day. Less than 1% of the primary grade teachers are qualified to teach English as a second language, yet because of their excellent methodology, they teach "very effectively their own faulty speech habits which become so deeply recorded in the language-susceptible nervous systems of the young children that they probably never can be erased." The program "Play With Me" described in this paper is an attempt to provide an opportunity for the children and teachers to hear English spoken by native speakers. It is a weekly half-hour television program transmitted from stations in San Juan and Mayaguez and received throughout Puerto Rico and the islands of Vieques and St. Thomas. In remote places, it is probably the only opportunity the children have to hear native English speakers. Coordinated inservice teacher-training sessions are held biweekly at three centers, using teachers from the Chicago Board of Education, and University of Illinois graduate students of TESOL as live models. The program aims to interest the children in learning English as a second language through songs, games, rhymes, stories, and activities linguistically designed to emphasize fundamental American English speech habits. (AMM)

ED027767# EM017040

The Use of Photographic Stills: A Format for English Language Programmes.

Sherrington, Richard

Publ. Date: Jan 69 Note: 7p.

Available from: Pergamon Press Limited, Headington Hill Hall, Oxford, England

Document Not Available from EDRS.

Descriptors: Bilingual Education/ *Developing Nations/ *Educational Television/ *English (Second Language)/ Photographs/ *Production Techniques/ Story Telling/ Tape Recordings/ Television Curriculum

Identifiers: *Ethiopia/ Ethiopian Schools Television Service

Faced with the necessity of producing a large number of programs with extremely limited means, the Ethiopian Schools Television Service has developed a special format for its three series in English as a second language. Eight to ten minute lessons or stories told with still photographs and recorded dialogue and music serve as discussion topics, substituting for the films the Service would prefer to use but cannot afford to produce. An ample number of illustrations are included. (LS)

ED027746 E3007142

Television in Language Arts Education. A National Instructional Television Report.

National Instructional Television Center, Bloomington, Ind.

Publ. Date: 68 Note: 12p.

Available from: N.I.T., The National Instructional Television Center, Box A, Bloomington, Ind. 47401

EDRS Price *P-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Educational Television/ *Language Arts/ Language Skills/ Production Techniques/ Television Curriculum/ Television Surveys/ Video Tape Recordings

Identifiers: National Instructional Television/ *N.I.T.

One of the conferences sponsored by National Instructional Television in 1968 was conducted to evaluate television materials being offered in Language Arts Education in order to stimulate effective television programing. Twelve specialists assessed materials collected from instructional television agencies across the country. They concluded that television instruction is generally inadequate. It does not enhance and is often a poor substitute for the teacher. Programs rarely achieve their intended objective. The lessons are conventional and tedious. Despite the present inadequacy of television instruction in Language Arts the assessors considered the media to be a potentially powerful teaching tool and they made recommendations as to how its potential can be realized. At present, of the 124 telecourses in use, 74 percent are for use in elementary grades. Most courses are recorded. The last section of the report gives a list of the telecourses with their title, producer, grade level, and the number, length, and frequency of broadcast. (RP)

ED025969 FLO00999

The Sound of Pictures.

Hocking, Elton

National Federation of Modern Language Teachers Association.

Publ. Date: Mar 68 Note: 6p.

EDRS Price *P-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Audiovisual Aids/ Cross Cultural Training/ *Cultural Context/ Cultural Education/ *Educational Improvement/ *Educational Television/ Foreign Language Films/ French/ Humanities Instruction/ Instructional Films/ *Language Instruction/ Language Role/ Modern Languages/ Second Language Learning/ Spanish/ *Teaching Techniques

A foreign language and culture program is advocated in place of the traditional language and literature program in today's schools. The potential importance of television and films in presenting cultural context is stressed, but the poor caliber of existing foreign language television programs in the United States (with a few notable exceptions) is criticized. The poor quality is attributed to lack of professionalism in the preparation of such programs and insufficient publicizing of the good ones. Some of the better programs which point the way to a revitalized language program are identified and described. (L3)

ED0259584 EM017006

News : A Successful ETV Competition in Malta.

Boss, Robin

Publ. Date: 68 Note: 8p.

Available from: Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Document Not Available from PDRS.

Descriptors: Creativity/ *Educational Television/ *English (Second Language)/ Secondary Education/ Second Language Learning/ *Student Motivation/ Television Curriculum

Identifiers: *Malta

An ETV series in Malta, intended for secondary school students of English, sponsored a contest in preparing imaginary newspaper front pages of the past and future. The entries, a number of which are reproduced, indicate that the contest generated a great deal of original thinking on the part of the students, as well as stimulated their interest in the reading and writing of English. (LS)

ED022396 FL000960

Proceedings: Annual Foreign Language Conference at New York University (33rd, November 4, 1967).

Stais, James, Ed.

New York Univ., N.Y. School of Education.

Publ. Date: 4 Nov 67 Note: 54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: *Audiolingual Methods/ Autoinstructional Programs/ Computer Assisted Instruction/ *Educational Television/ Educational Trends/ Effective Teaching/ Instructional Improvement/ Instructional Innovation/ *Language Instruction/ Language Laboratories/ Language Teachers/ Modern Languages/ *Programed Instruction/ *Program Evaluation/ Program Planning

The theme of this conference, "New Directions in Foreign Language Teaching," is introduced by Theodore Euebener and is expanded in the five papers comprising this volume. The papers included are "New Directions in the Teaching of Foreign Languages--An Evaluation" by Peter M. Foyd-Bowman, "An Appraisal of Audio-Lingualism in Historical Perspective" by Elena Carullo, "New Directions in the Teaching of Common Western Languages--Programed Instruction" by Hilier Spokoini, "Instructional Television and Foreign Languages--An Evaluation" by Leo Bernardo, and "New Directions and the Human Values" by Rose Aquin. Some of the questions asked at the conference are also included with their answers. (AP)

ED020490 AL000372

A FACT SHEET CONCERNING CLOSED CIRCUIT INSTRUCTIONAL TELEVISION FOR ENGLISH LANGUAGE TEACHING.

Sogang Jesuit College, Seoul (South Korea).

Publ. Date: MAR67 Note: 8P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Closed Circuit Television/ *Educational Television/ *English (Second Language)/ *Instructional Materials/ Instructional Media/ Language Laboratories/ Language Laboratory Use/ Teaching Methods

THIS "FACT SHEET" IS A DESCRIPTION OF A PROJECT FINANCED BY THE ASIA FOUNDATION AND THE SOGANG JESUIT COLLEGE IN SEOUL, KOREA, IN 1966. THE PROJECT WAS DESIGNED TO DEVELOP MORE EFFECTIVE ENGLISH LANGUAGE TEACHING TECHNIQUES AT SOGANG COLLEGE WHICH MAY LATER BE APPLIED TO BROADCAST INSTRUCTIONAL TELEVISION IN KOREA. DESCRIBED ARE THE FOLLOWING--(1) THE KEY PRINCIPLES OPERATIVE IN THE SCHEDULE, (2) A SAMPLE SCHEDULE, (3) THE MATERIALS USED (AUDIO LAB TAPES AND "SPOKEN AMERICAN ENGLISH," BY WILLIAM CLARK), (4) AN "IDEAL" DESIGN FOR A FOREIGN LANGUAGE COURSE AS PROPOSED BY JOHN B. CARROLL IN 1953 AND HOW THIS PROGRAM COMPARES WITH IT, (5) THE INSTRUCTIONAL TELEVISION FILM FORMAT, AND (6) STUDENT COMMENTS WHICH INDICATE THAT THEY FOUND THE TV AND PRINTED WORDS ON THE SCREEN HELPFUL AND GAINED A NEW AWARENESS OF THE MEANINGFULNESS OF GESTURES AND ACTIONS. APPENDED IS A TRANSLATION OF THE RESULTS OF A QUESTIONNAIRE GIVEN TO THE FRESHMEN AFTER TWO WEEKS OF STUDY WITH THE TV PRESENTATIONS OF ENGLISH DIALOGS. (MM)

FD018804 AL001258

SOME APPLICATIONS TO TELEVISION AND RADIO TO THE TEACHING OF ENGLISH
AS A SECOND LANGUAGE IN NORTHERN NIGERIA.

KINCAID, R. THOMAS

Agency for International Development, Washington, D.C.

Report No.: P-260-11-690-208

Publ. Date: 01NOV67 Note: 20P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Educational Radio/ *Educational Television/ *English
(Second Language)/ Instructional Aids/ *Language Instruction/ Testing

Identifiers: NORTHERN NIGERIA

THIS REPORT PRESENTS A DESCRIPTION OF THE ACTIVITIES, ACCOMPLISHMENTS, HOST GOVERNMENT CONTRIBUTIONS, PROBLEMS, AND RECOMMENDATIONS MADE CONCERNING THE TWO-YEAR PROJECT (NOVEMBER 1, 1966 TO 1967) IN WHICH TELEVISION AND RADIO WERE USED AS MEDIA FOR TEACHING ENGLISH AS A SECOND LANGUAGE IN NORTHERN NIGERIA. A SERIES OF TELECASTS (EIGHT 20-MINUTE SCRIPTS) ENTITLED "THE SOUNDS OF ENGLISH" WERE PREPARED FOR THE FIRST SCHOOL TERM OF 1966. THE TELECASTS FOR THE FOLLOWING TWO TERMS IN 1966 AND THREE TERMS IN 1967 FOLLOWED THE ARRANGEMENT, SEQUENCE, AND TIME TABLE OF THE "STANDARD" NORTHERN NIGERIAN SCHOOL TEXT "STRAIGHT FOR ENGLISH." IN ADDITION TO THESE 132 TV (AND RADIO) SCRIPTS (WHICH WERE WRITTEN TO COMPLEMENT THE PRESCRIBED TEXTS), TEACHERS' NOTES AND GUIDES, WEEKLY TIME TABLES, AND VISUAL AIDS WERE PREPARED. SOME OF THE SPECIAL FEATURES OF THE PROJECT INCLUDE--(1) INTEGRATION OF THE PUPILS' TEXTBOOKS WITH THE SYLLABUS, TIME TABLES, AND TESTS; (2) AN EMPHASIS ON PUPIL PARTICIPATION, (3) AN EMPHASIS ON ORIENTATION FOR AND CONSULTATION WITH THE TEACHERS USING THE MATERIALS, AND (4) AN EMPHASIS ON ACHIEVEMENT EVALUATION. (A REPORT ON THE EVALUATION OF THE TESTS ADMINISTERED IS FORTHCOMING.) ADDITIONAL INFORMATION CONCERNING THE SCRIPTS AND THIS PROJECT MAY BE OBTAINED BY WRITING TO THE RADIO/TV ADVISOR OF THE PROJECT, R. T. KINCAID, 1131 UNIVERSITY BLVD. WEST (418), SILVER SPRING, MARYLAND 20902. (AMM)

ED016386 EM005633

TEACHING ADULTS BY TELEVISION, A REPORT OF AN EXPERIMENT IN THE TEACHING OF ELEMENTARY ENGLISH AND ARITHMETIC TO ADULT AFRICANS ON THE COPPERBELT, ZAMBIA, 1963-1965.

CHIPWELL, KENNETH K.R.

Rhodesia Univ. Coll., Salisbury.

Report No.: OP-6

Publ. Date: 66 Note: 137P.

EDRS PRICE MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors: *Adult Basic Education/ Arithmetic/ *Closed Circuit Television/ Conventional Instruction/ *English (Second Language)/ *Inservice Teacher Education/ Statistical Analysis/ *Teaching Methods

Identifiers: ANGLO AMERICAN CORPORATION/ RHOKANA/ ROAN SELECTION TRUST

THREE EXPERIMENTS WERE DESIGNED TO TEACH ADULT MEN WITH LIMITED EDUCATION A CLOSED-CIRCUIT TELEVISIED COURSE IN ENGLISH AND ARITHMETIC, TO BE REINFORCED BY CONVENTIONAL CLASSROOM INSTRUCTION. BACKGROUND AND GENERAL PROCEDURES OF THE EXPERIMENTS ARE DESCRIBED, AND STATISTICAL DATA REPORTED FOR COMPARISONS ON ABILITY BEFORE AND AFTER INSTRUCTION AMONG EXPERIMENTAL SAMPLES MATCHED ON SOME VARIABLES TO A CONTROL GROUP. RESULTS (SOME STATISTICALLY SIGNIFICANT) THAT ADULTS APPEARED TO LEARN AT LEAST AS FAST BY TV AS IN A CONVENTIONAL CLASSROOM, ARE DISCUSSED ALONG WITH POSSIBLE DESIGN AND SAMPLING ERRORS. (LH)

ED015696 FL000636

THE NEW TECHNOLOGY OF TEACHER TRAINING.

MACKAY, WILLIAM F.

Laval Univ. (Quebec).

Publ. Date: APR67 Note: 6P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Audio Video Laboratories/ *Closed Circuit Television/ *Educational Facilities/ Electronic Equipment/ Instructional Innovation/ Instructional Technology/ *Language Teachers/ Methods Courses/ Modern Languages/ Observation/ Personnel Needs/ Preservice Education/ Studio Floor Plans/ *Teacher Education/ Television/ *Video Tape Recordings

Identifiers: CANADA/ QUEBEC/ UNIVERSITE LAVAL

DESIGNED TO GIVE INFORMATION ABOUT THE USE OF CLOSE-CIRCUIT TELEVISION AND VIDEOTAPE IN TRAINING PROGRAMS FOR LANGUAGE TEACHERS, THIS BRIEF DOCUMENT DISCUSSES THEIR OPERATION AND POTENTIAL AND DESCRIBES SPECIFIC PLANS FOR QUARTERS, EQUIPMENT, AND PERSONNEL. INCLUDED IN THE FIRST SECTION ON QUARTERS AND EQUIPMENT ARE DESCRIPTIONS OF THE SPECIFICATIONS FOR A WELL-DESIGNED TEACHING STUDIO, CONTROL ROOM, AND SCREENING THEATER. IN TWO BRIEFER SECTIONS ARE ACCOUNTS OF PERSONNEL NEEDS AND OPERATION FEATURES. CONCLUDING REMARKS JUSTIFY THE USE OF THIS NEW TRAINING PROCESS AS ECONOMICALLY, TECHNICALLY, AND PEDAGOGICALLY SOUND. SEE FL 000 638 FOR A COMPANION DOCUMENT. (AB)

ED015665 EM005593

TEACHING SAMOANS TO TEACH THEMSELVES.

HAROLD, JOHN W.

American Samoa Dept. of Education, Pago, Pago.

Publ. Date: SEP66 Note: 21P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Educational Television/ *Elementary Schools/ *English (Second Language)/ *Foreign Culture/ *High Schools

INSTRUCTIONAL TELEVISION IS USED TO TEACH SAMOAN ELEMENTARY AND HIGH SCHOOL STUDENTS. THE 12-YEAR GOAL OF THIS PROJECT IS TO RAISE THE EDUCATIONAL ACHIEVEMENT LEVEL OF SAMOAN PUPILS TO U.S. AGE-GRADE LEVELS. SUBJECTS TAUGHT ARE ENGLISH, MATHEMATICS, SCIENCE, GEOGRAPHY-HISTORY, AND SAMOAN CULTURE. (HS)

ED014242 FL000402

AN EXPERIMENTAL STUDY OF TELEVISION AS A MEDIUM OF FRENCH INSTRUCTION.

Toronto Board of Education (Ontario).

Publ. Date: OCT62 Note: 67P.

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: Audiovisual Aids/ Comparative Analysis/ *Educational Television/ Experimental Teaching/ *French/ Grade 7/ Grade 8/ Instructional Improvement/ *Language Instruction/ *Language Research/ Language Tests/ Learning Motivation/ Performance Factors/ *Tape Recordings

Identifiers: CANADA/ TORONTO/ TORONTO BOARD OF EDUCATION

A FIVE-MONTH EXPERIMENT IN TORONTO COMPARED TELEVISION AS A MEDIUM OF INSTRUCTION IN FRENCH FOR GRADES 7 AND 8 WITH THE SAME MATERIAL PRESENTED BY BOOK AND TAPE RECORDINGS. ANALYSES WERE MADE OF THE MAKE-UP OF EACH GROUP, STUDENT INTERESTS AND FUTURE PLANS, AND THE LENGTH AND FREQUENCY OF INSTRUCTIONAL PERIODS. WHILE THE STUDENTS TAUGHT WITH BOOK AND TAPE RECORDINGS SURPASSED THE OTHERS ON BOTH THE ORAL PROFICIENCY AND THE COMPREHENSION TESTS, ESPECIALLY IF THEY RECEIVED FEWER BUT LONGER SESSIONS, MOTIVATION PROVED SUPERIOR TO ALL INTERRELATED FACTORS. THE REPORT OF THE EXPERIMENT DESCRIBES THE PURPOSES, METHODS, AND RESULTS OF THE STUDY, AND CONTAINS TABLES TO SUPPORT THE FINDINGS, A COPY OF A QUESTIONNAIRE TO STUDENTS, AND INSTRUCTIONS AND SCORING SHEETS FOR THE ORAL EXAMINATION AND THE TWO COMPREHENSION TESTS. (GJ)

ED014234 EMO04028

"LET'S SPEAK ENGLISH," AN EXPERIMENT IN ADULT EDUCATIONAL TV DESIGNED TO TEACH ENGLISH TO BEGINNERS, WITH A REPORT ON THE AUDIENCE REACHED AND ITS REACTIONS TO THE PROGRAM.

Report No.: CPC-TV-67-43

Publ. Date: JUN67 Note: 100P.

EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors: *Educational Television/ *Language Instruction/
*Questionnaires/ *Student Attitudes/ *Surveys

THREE-HUNDRED SIXTY-EIGHT INTERVIEWS CONDUCTED IN THE HOME, BY MAIL, AND BY TELEPHONE PROVIDED DATA FOR THIS AUDIENCE STUDY OF THE ENGLISH COURSE FEATURING A MIMICRY-MEMORY TECHNIQUE. ABOUT 35 PER CENT OF AN IDEAL TARGET AUDIENCE IN THE TORONTO METROPOLITAN AREA DEFINED ACCORDING TO AGE AND LINGUISTIC ABILITY WATCHED SOME OF THE PROGRAM, AND ABOUT HALF OF THESE WERE CONSIDERED REGULAR VIEWERS. DESPITE EXTENSIVE PUBLICITY, ABOUT HALF OF THE TARGET AUDIENCE LACKED AWARENESS OF THE PROGRAM, BUT OF THOSE WHO WERE AWARE, 4 OUT OF 5 WATCHED SOME PART OF IT. THE BULK OF FREQUENT VIEWERS WERE POST-WAR IMMIGRANTS, MANY OF WHOM SPOKE LITTLE OR NO ENGLISH AND MOST OF WHOM HAD NEVER HAD FORMAL ENGLISH INSTRUCTION. THOSE WHO VIEWED WITH OTHERS TENDED TO BE THE MORE PERSISTENT STUDENTS, AND THE LARGER THE VIEWING GROUP, THE GREATER THE TENDENCY TO WATCH REGULARLY. ATTITUDE OF THE REGULAR VIEWERS WAS FAVORABLE, ESPECIALLY TO THE MIMICRY-MEMORY ASPECT. LEAST INTERESTING WERE GRAMMAR DRILLS. VISUAL AIDS TO COMPREHENSION HAD LITTLE IMPACT. TEXTBOOKS WERE CRITICIZED. AUDIENCE DROPOFF AND HETEROGENEITY ARE DISCUSSED, AS IS POSSIBLE LOSS OF MOTIVATION DUE TO ISOLATING EFFECTS OF THE TV MEDIUM. PERCENTAGE TABLES AND FREQUENCY TABLES BASED ON CHI SQUARE, AND EXPERIMENTAL MATERIALS ARE INCLUDED. INFORMATION ON ANY ASPECT OF THIS STUDY IS AVAILABLE FROM THE DIRECTOR OF RESEARCH, CANADIAN BROADCAST CORPORATION, OTTAWA. (LB)

ED014233 EM004026

BEGINNING RUSSIAN, A STUDY OF AUDIENCES TO A TELEVISED COLLEGE COURSE.

Publ. Date: APR61 Note: 45P.

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors: *Educational Television/ *Language Instruction/
*Questionnaires/ *Student Attitudes/ *Surveys

THE AVERAGE AUDIENCE MIDWAY THROUGH A BEGINNING RUSSIAN COURSE WAS ESTIMATED TO BE ABOUT 4000, BASED ON PROJECTIONS FROM A SAMPLE SURVEY OF TELEPHONE HOMES IN METROPOLITAN TORONTO. THE "LOYAL CORE," HOWEVER, WAS ESTIMATED AT ONLY ABOUT 1100. AN ADDITIONAL PHASE OF THIS STUDY ASSESSED REACTIONS TO THE PROGRAM FROM 58 PER CENT OF 2500 PERSONS WITH A KNOWN PRIOR INTEREST IN IT. THEY WERE SENT MAIL QUESTIONNAIRES—715 WHO RETURNED THE QUESTIONNAIRES WERE CONSIDERED REGULAR VIEWERS AND THUS REPRESENTED A LARGE PORTION OF THE ESTIMATED LOYAL CORE. THE FOLLOWING DATA ARE FOR REGULAR VIEWERS. SIXTY PERCENT WERE BETWEEN 30 AND 49 YEARS OLD, 35 PER CENT WERE IN MANAGERIAL AND PROFESSIONAL OCCUPATIONS, 40 PER CENT WERE UNIVERSITY GRADUATES, AND 44 PER CENT HAD NEVER ATTENDED COLLEGE. TWO IN FIVE WERE ALREADY FLUENT IN A LANGUAGE BESIDES ENGLISH. STUDENTS WHO BEGAN THE COURSE FOR A REASON OTHER THAN GENERAL INTEREST IN LANGUAGES WERE MORE LIKELY TO REMAIN REGULAR VIEWERS. AUDIENCE DROPOFF MAY BE ATTRIBUTED TO DIFFICULTY OF THE COURSE WITHOUT PURCHASE OF THE TEXT. A SUGGESTED FUTURE RESEARCH AREA IS SIMULATION OF INTERPERSONAL CONTACT BY TV. AUDIENCE ATTITUDES TOWARD PRODUCTION ASPECTS OF THE PROGRAM, AND TOWARD THE INSTRUCTORS, WERE POSITIVE. (LH)

ED013685 24 RC001725

A PILOT STUDY TO DETERMINE THE INFLUENCE UPON TEACHERS AND UPON STUDENTS OF A TELEVISION PROGRAM DESIGNED TO PROVIDE IN-SERVICE TRAINING AND CLASSROOM INSTRUCTION IN SPANISH.

HOWE, ELLIOT C.

Utah State Board of Education, Salt Lake City.

Report No.: BR-5-8390-CRP-467

Publ. Date: DEC66 Note: 87P.

EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors: *Educational Television/ Foreign Language Films/
Inservice Programs/ *Inservice Teacher Education/ *Language
Instruction/ *Spanish/ Teaching Methods/ Television Teachers

THREE SMALL SCHOOLS IN UTAH, INCLUDING THREE TEACHERS AND THEIR SPANISH I STUDENTS, PARTICIPATED IN THIS STUDY. ONE TEACHER RECEIVED CONVENTIONAL IN-SERVICE TRAINING, THE OTHER TWO WERE GIVEN IN IN-SERVICE TRAINING IN TEACHING SPANISH AS THEY OBSERVED THE TELEVISION CLASS. ONE GROUP OF STUDENTS OBSERVED THE TELEVISION CLASS THREE TIMES PER WEEK FOR THIRTY MINUTES AS THEIR TEACHER OBSERVED THE PROGRAM. FEW, IF ANY, CONCLUSIONS CAN BE MADE ON THE BASIS OF THIS PILOT STUDY BECAUSE OF UNFORSEEN EVENTS THAT INVALIDATED THE BASIC PREMISES OF THE INVESTIGATION. THE MAJOR FACTORS IN REGARD TO THIS FAILURE WERE SEEN AS—(1) MALFUNCTION OF THE SUBSTATIONS, (2) FAILURE TO GET THE ANTENNA OPERATING AT ONE SCHOOL, AND (3) REFUSAL OF ONE TEACHER TO COOPERATE WITH THE PROJECT AFTER ABOUT TWO MONTHS. (SP)

ED003948 48

AN EXPLORATORY SURVEY OF FOREIGN LANGUAGE TEACHING BY TELEVISION IN THE UNITED STATES.

REID, J. RICHARD

Modern Language Association of America, New York, N.Y.

Report No.: NDEA-VI-1-13

Contract No.: OEC-SAE-8342

Publ. Date: NOV61

Descriptors: *Educational Television/ *Language Instruction/ *Modern Languages/ National Surveys/ Program Evaluation/ *Teaching Methods/ Television Surveys/ *Television Teachers

Identifiers: NEW YORK/ NEW YORK CITY

A SURVEY WAS CONDUCTED TO REPORT THE STRENGTHS AND WEAKNESSES OF CLASSROOM LEARNING OF FOREIGN LANGUAGES BY MEANS OF INSTRUCTIONAL TELEVISION (ITV) COURSES. THREE GENERAL CATEGORIES OF DISCUSSION WERE PRESENTED—(1) THE CORROBORATION OF IMPRESSIONS, (2) THE PROFESSION'S IMAGE, AND (3) THE USE, PROBLEMS, TECHNIQUES, AND RESEARCH IN ITV. DISCUSSIONS INCLUDED DESCRIPTIONS OF TV AND OTHER AUDIOVISUAL MEDIA, VARYING ROLES OF TV IN INSTRUCTIONAL PROGRAMS, COURSES AIMS AND METHODS, COLLEGE COURSES, SPECIAL PROBLEMS IN TV INSTRUCTION, PROGRAM PROCEDURES, EVALUATION, RESEARCH, AND TV'S PROMISE. ITV WAS NOT THE ANSWER TO THE SHORTAGE OF LANGUAGE TEACHERS, BUT COULD BE A MAJOR PART OF THE SOLUTION TO THIS PROBLEM. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED003596 56

THE DEVELOPMENT AND EVALUATION OF METHODS AND MATERIALS TO FACILITATE FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY SCHOOLS.

JOHNSON, CHARLES E. ; AND OTHERS

Illinois Univ., Urbana.

Report No.: NDEA-VIIA-324-NDEA-VIIA-710

Publ. Date: FEB63 Note: 276P.

EDRS PRICE MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors: Audiolingual Methods/ *Educational Television/ *Elementary School Students/ Experimental Teaching/ *Language Instruction/ Material Development/ *Spanish/ *Tape Recordings/ Teaching Methods

Identifiers: FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS (FLES)/ ILLINOIS/ URBANA

A COMPARISON WAS MADE OF TWO DIFFERENT METHODS OF SPANISH INSTRUCTION. A TOTAL OF 93 FOURTH-GRADERS WERE ORIGINALLY INVOLVED IN THE 3-YEAR STUDY. UPON COMPLETION OF THE PROGRAM, 32 SUBJECTS REMAINED IN THE CONTROL GROUP AND 34 WERE IN THE EXPERIMENTAL GROUP. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION BY TELEVISION AND TAPE RECORDINGS UNDER THE GUIDANCE OF NONSPECIALIZED TEACHERS. THE CONTROL GROUP RECEIVED INSTRUCTION FROM SPECIALIST TEACHERS OF SPANISH. THE AUDIOLINGUAL APPROACH WAS USED WITH ALL GROUPS. ACHIEVEMENT EVALUATION INVOLVED USE OF PICTORIAL TESTS, TAPE RECORDINGS, AND INTERVIEWS. THE AUTHOR CONCLUDED THAT GENERAL ELEMENTARY SCHOOL TEACHERS WITH NO SPECIAL TRAINING IN FOREIGN LANGUAGES CAN SUCCESSFULLY TEACH FOREIGN LANGUAGE WITH PROPER TELEVISION AND TAPE RECORDED MATERIALS. (RS)

ED003496 56

CHALLENGING THE SUPERIOR STUDENT BY MAKING THE STUDY OF RUSSIAN AVAILABLE IN THE ELEMENTARY SCHOOL CURRICULUM VIA TELEVISION.

GORDON, OAKLEY J. ; AND OTHERS

Utah Univ., Salt Lake City.

Report No.: NDEA-VIIA-129

Publ. Date: 63 Note: 74p.

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: *Achievement Tests/ Cocurricular Activities/

*Educational Television/ *Elementary School Students/ Grade 4/ Grade 5

/ *Language Instruction/ *Russian/ Superior Students

Identifiers: METROPOLITAN ACHIEVEMENT TEST/ PINTNER DUROST GENERAL ABILITY TEST/ SALT LAKE CITY/ UTAE

OVER A 3-YEAR PERIOD, THIS STUDY INVESTIGATED MANY FACETS OF THE ACHIEVEMENT, BEHAVIOR, AND INTERESTS OF GROUPS OF STUDENTS WHO BEGAN THE EXTRACURRICULAR STUDY OF THE RUSSIAN LANGUAGE IN THE FOURTH AND FIFTH GRADES. IN ADDITION, SEVERAL CONTROL GROUPS WERE STUDIED TO ALLOW COMPARISONS OF THE EFFECTS OF THIS LANGUAGE PROGRAM. IT WAS CONCLUDED THAT, REGARDLESS OF IQ OR WHETHER THE LANGUAGE WAS TAUGHT VIA TV OR WITH A LIVE INSTRUCTOR, THE STUDENTS TAKING RUSSIAN APPEARED TO HAVE PROFITED FROM THE EXPERIENCE. NOT ONLY DID THEY GAIN CONSIDERABLE KNOWLEDGE OF RUSSIAN BUT THEY ALSO APPEARED TO HAVE IMPROVED IN THEIR REGULAR CLASSROOM WORK AND BEHAVIOR AS A RESULT OF THE EXPERIENCE. REGULAR CLASSROOM WORK OF THE "AVERAGE" STUDENTS TAKING RUSSIAN WAS PERFORMED AS WELL AS, OR BETTER THAN, THE CONTROL GROUP OF "SUPERIOR" STUDENTS WHO WERE NOT TAKING THE LANGUAGE. OTHER RESULTS ARE REPORTED IN TERMS OF SEVEN HYPOTHESES TESTED. (JC)

ED003246 56

THIRD-YEAR RESULTS IN THE DENVER-STANFORD PROJECT, REPORT NUMBER 3—RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION.

HAYMAN, JOHN L., JR. ; JOHNSON, JAMES T., JR.

Denver County Public Schools, Colo.; Stanford Univ., Calif. Inst. for Community Research.

Report No.: NDPA-VIIIA-354-3

Publ. Date: MAR64 Note: 72P.

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: *Audiolingual Methods/ *Audiovisual Instruction/
*Educational Television/ Electronic Equipment/ Grade 5/ Grade 6/
*Language Instruction/ *Spanish/ Tape Recordings

Identifiers: CALIFORNIA/ COLORADO/ DENVER/ DENVER STANFORD PROJECT/
STANFORD

THE DENVER PUBLIC SCHOOLS AND STANFORD UNIVERSITY'S INSTITUTE FOR COMMUNICATION RESEARCH, IN A JOINT RESEARCH PROJECT, INVESTIGATED AN AUDIOLINGUAL METHOD TO TEACH SPANISH TO FIFTH AND SIXTH GRADERS. RESULTS AT THE FIFTH-GRADE LEVEL SUGGESTED THAT ELECTRONIC AIDS, ESPECIALLY THOSE WITH FEEDBACK (THAT IS, WHERE THE CHILD RECORDS AND LISTENS TO HIS OWN VOICE), ARE A DESIRABLE ADDITION TO THE CLASSROOM SPANISH PROGRAM. AN EXCEPTION TO THIS OCCURS, FOR REASONS SO FAR UNEXPLAINED, AMONG CHILDREN FROM HOMES WHERE SPANISH IS SPOKEN NATIVELY. THESE CHILDREN ARE VERY FEW IN NUMBER, HOWEVER, SO THAT THE ELECTRONIC AIDS APPEAR POTENTIALLY HELPFUL TO THE GREAT MAJORITY OF FIFTH-GRADE PUPILS. THE SIXTH-GRADE RESULTS CONFIRMED A PREVIOUSLY STATED HYPOTHESIS THAT A COMBINATION OF AUTOMATED AND TEACHER-DIRECTED READING AND WRITING INSTRUCTION WOULD BE SUPERIOR TO EITHER METHOD ALONE. THE COMBINATION PRODUCED SIGNIFICANTLY SUPERIOR RESULTS ON BOTH LISTENING COMPREHENSION AND READING AND WRITING TESTS. SPEAKING TEST RESULTS SHOWED THE COMBINATION SLIGHTLY LESS FAVORABLE, APPARENTLY BECAUSE OF LESS FACE-TO-FACE CONTACT BETWEEN PUPIL AND TEACHER WHEN AUTOMATED INSTRUCTION IS USED. IT APPEARS, HOWEVER, THAT THIS DEFICIENCY CAN BE OVERCOME THROUGH USE OF ELECTRONIC AIDS OUTSIDE OF THE REGULAR SPANISH INSTRUCTION PERIOD. OTHER REPORTS IN THIS SERIES ARE ED 003 244 AND ED 003 245. (LP)

ED002706

AUDIOVISUAL EQUIPMENT STANDARDS.

PATTERSON, PIERCE F. ; AND OTHERS

Audio-Visual Education Association of California, Los Angeles.

Publ. Date: 61 Note: 25P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ *Instructional Technology/ *Language
Laboratory Equipment/ Microphones/ *Projection Equipment/ Tape
Recorders/ *Television

Identifiers: LOS ANGELES

RECOMMENDED STANDARDS FOR AUDIOVISUAL EQUIPMENT WERE PRESENTED SEPARATELY FOR GRADES KINDERGARTEN THROUGH SIX, AND FOR JUNIOR AND SENIOR HIGH SCHOOLS. THE ELEMENTARY SCHOOL EQUIPMENT CONSIDERED WAS THE FOLLOWING--CLASSROOM LIGHT CONTROL, MOTION PICTURE PROJECTOR WITH MOBILE STAND AND SPARE REELS, COMBINATION 2 INCH X 2 INCH SLIDE AND FILMSTRIP PROJECTOR, LOW-POWER FILMSTRIP PROJECTOR, SCREENS, PLAYBACKS, 2-SPEED DUAL TRACK TAPE RECORDER, JUNCTION BOX AND HEADPHONES OVERHEAD PROJECTOR WITH MOBILE STAND, TRACK TAPE RECORDER, JUNCTION BOX AND HEADPHONES, OVERHEAD PROJECTOR WITH MOBILE STAND, PUBLIC ADDRESS SYSTEM WITH TURNTABLE, MICROPHONE, PORTABLE POWER MEGAPHONE, CAMERA, RADIO, TELEVISION WITH MOBILE STAND, OPAQUE PROJECTOR WITH MOBILE STAND, MICROPROJECTOR, DRY MOUNT PRESS, 3 1/4 INCH X 4 INCH OVERHEAD SLIDE WITH MOBILE STAND, AND TACHISTOSCOPE AND/OR TACHISTOSCOPE ATTACHMENTS AND SPECIAL READING EQUIPMENT. THE JUNIOR AND SENIOR HIGH SCHOOL EQUIPMENT WAS PRIMARILY THE SAME, EXCEPT THAT IT INCLUDED A LANGUAGE LABORATORY AND DID NOT INCLUDE A LOW POWER FILMSTRIP PROJECTOR, JUNCTION BOX, PORTABLE POWER MEGAPHONE, CAMERA, OR DRY MOUNT PRESS.

ED002678

FRENCH THROUGH TELEVISION.

Note: 3P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ *Educational Television/ Films/
*French/ Instructional Media/ *Language Instruction

Identifiers: BOSTON

AN EARLY MORNING TELEVISION COURSE IN ELEMENTARY FRENCH IS DESCRIBED. THE COURSE IS CONDUCTED PRIMARILY IN FRENCH AND BUILDS FROM ZERO KNOWLEDGE, TEACHING A SMALL HIGH-UTILITY VOCABULARY. INTAKE OF VOCABULARY AND STRUCTURE IS GENTLY GRADED IN SENTENCES MADE UNDERSTANDABLE BY MEANS OF PICTURE-SITUATIONS. EACH LESSON CONSISTS OF THE FILM LESSON OF THE WEEK, LIVE APPLICATION OF VOCABULARY AND STRUCTURE, AND ONE OR MORE EARLIER FILM LESSONS AS REVIEW. THE RELATION OF THE PROGRAM TO THE TEXT, "FRENCH THROUGH PICTURES," IS EXPLAINED. EACH FILM LESSON PRESENTS A CHAIN OF TWENTY TO THIRTY RELATED SENTENCES PICTORIALY EXPLAINED. THE FIRST TWELVE LESSONS FOLLOW THE POCKET BOOK SELF-TEACHING TEXT EXACTLY, EXCEPT THAT THEY DEVELOP THE PICTORIAL INTERPRETATION MORE FULLY. AFTER THE FIRST TWELVE LESSONS, ORIGINAL SEQUENCES ARE USED, THEY ENABLE MASTERY OF THE VOCABULARY AND STRUCTURE CONTAINED IN THE BOOK BY APPLYING THEM IN A RANGE OF NEW SITUATIONS WHICH HOLD THE STUDENT'S INTEREST. LESSON PROCEDURE IS ALSO DESCRIBED, AS WELL AS A LISTING AND DESCRIPTION OF SUCH AIDS TO STUDY AS THE SELF-HELP POCKET BOOK, RECORDINGS OF THE PARENT TEXT SPACED FOR SENTENCE-BY-SENTENCE IMITATION OF A NATIVE VOICE SPEECH MODEL, FILMSTRIPS FOR CLASSROOM USE, AND A PACKAGED FILM COURSE.

ED001301

THE TEACHING OF SPANISH IN THE ELEMENTARY SCHOOLS AND THE EFFECTS ON ACHIEVEMENT IN OTHER SELECTED SUBJECT AREAS.

HAAS, LOUIS A.; LEINO, WALTER E.

Saint Paul Public Schools, Minn.

Contract No.: OPC-SAE-9515

Publ. Date: NOV63 Note: 100P.

EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors: *Achievement/ Curriculum Planning/ *Educational Television/ *Elementary Schools/ *Language Instruction/ *Spanish

Identifiers: MINNESOTA/ SAINT PAUL

WITH THE INCREASING PRESSURES FOR TEACHING MORE SUBJECTS AND DEVOTING MORE TIME TO PRESENT SUBJECTS, IS THE TEACHING OF FOREIGN LANGUAGE IN ELEMENTARY SCHOOL A WORTHWHILE OBJECTIVE. A 3 YEAR STUDY IN THE ST. PAUL AREA ATTEMPTED TO DETERMINE WHETHER DEVOTING 15 MINUTES PER DAY TO SPANISH INSTRUCTION VIA TELEVISION HAD AN EFFECT ON LEARNING IN OTHER SUBJECT AREAS, AND TO ANSWER OTHER QUESTIONS RELEVANT TO FOREIGN LANGUAGE INSTRUCTION. CLASSES FROM SIX SCHOOLS WERE USED AS SUBJECTS. SIX OTHER SCHOOLS' CLASSES SERVED AS CONTROLS. APPROPRIATE EXPERIMENTAL TECHNIQUES WERE APPLIED WITH THE IOWA TESTS OF BASIC SKILLS AND THE STANFORD SOCIAL STUDIES TEST SERVING AS MEASURING INSTRUMENTS. BECAUSE OF THE SAMPLING METHODS USED, CONSIDERABLE STRAIN WAS PLACED UPON THE ASSUMPTIONS UNDERLYING THE STATISTICAL PROCEDURES EMPLOYED. CERTAIN CONCLUSIONS CAN, NEVERTHELESS, BE DRAWN--(1) DELETION OF TIME FROM ARITHMETIC, LANGUAGE, AND SOCIAL STUDIES HAD NO DETRIMENTAL EFFECT UPON MEASURED ACHIEVEMENT IN THE SUBJECT AREAS WHICH TIME WAS TAKEN, (2) MEASURED INTELLIGENCE IS POSITIVELY CORRELATED WITH MEASURED ACHIEVEMENT IN THE LEARNING OF SPANISH. THESE FINDINGS HAVE SEVERAL IMPLICATIONS FOR CURRICULUM PLANNING AT THE ELEMENTARY SCHOOL LEVEL. UNANSWERABLE WERE CERTAIN OTHER QUESTIONS IMPLICIT IN THE OTHER STATED OBJECTIVES OF THE PROGRAM--(1) TO DETERMINE WHETHER GRADE LEVEL HAS AN EFFECT ON LANGUAGE LEARNING UNDER SIMILAR CIRCUMSTANCES, (2) TO DETERMINE LEARNING IN OTHER SUBJECTS, (3) TO DETERMINE WHETHER TIME ALLOTTED TO CERTAIN SUBJECTS, TO ALLOW TIME TO TEACH A FOREIGN LANGUAGE, HAS MORE EFFECT IN ONE AREA THAN IN ANOTHER. (EIGHT APPENDICES CONTAIN CLASS AVERAGE SCORES OBTAINED THROUGHOUT THE STUDY.)

EJ116155 FL507354

An Integrative Approach to the "Noise" Test

Whiteson, Valerie; Seliger, Herbert W. Audio-Visual Language
Journal: 13: 1: 17-18 Spr 75

Descriptors: *Language Proficiency/ *Language Tests/ *Audiovisual
Aids/ *Second Language Learning/ *Listening Tests/ Test Reliability/
Listening Comprehension/ Tape Recordings

A language comprehension test using electronically distorted sentences was developed at Bar Ilan University in Israel as an attempt to measure communicative competence. Reliability coefficients, student reactions, and a sample dialogue are provided. (MSE)

EJ116119 FL507318

Modern Languages Down Under

Glasgow, Mary Modern Languages: 56: 1: 32-34 Mar 75

Descriptors: *Second Language Learning/ *Teaching Methods/
*Audiovisual Instruction/ *Language Instruction/ *Modern Language
Curricular/ English (Second Language)/ Multimedia Instruction/
Linguistics

Identifiers: *Australia

In Australia, foreign languages are no longer required study. Asian languages and English as a foreign language are the most widely studied. Introductory linguistics courses are often given prior to actual foreign language instruction, and traditional teaching methods have been displaced by the use of sound and visual recordings. (AG)

EJ093159 FL505987

Une experience d'utilisation d'un film de court metrage dans une
classe de niveau 2 (An Experiment in Using a Film Short in a Level 2
Class)

Mouillac, Jean-Jacques Francais dans le Monde: 13: 101: 17-23
Dec 73

Descriptors: *Language Instruction/ *French/ *Second Language
Learning/ *Audiovisual Aids/ *Films/ Language Learning Levels/ Student
Needs/ Vocabulary Development/ Idioms/ Testing

EJ089591 FL505750

Die Bildgeschichte mittels Folienprojektion im Franzosischunterricht
(Picture Stories by Folioprojection in Teaching French)

Kessner, Ernst Neueren Sprachen: 72: 10: 517-27 Oct 73

Descriptors: *Language Instruction/ *Second Language Learning/
*French/ *Audiovisual Aids/ Overhead Projectors/ Pictorial Stimuli/
Instructional Materials/ Teaching Techniques/ Vocabulary Development/
Idioms

EJ082742 FL504790

Caray Le Peque al Gordo: Materials for a Teaching Unit on the National Lottery of Mexico

Garfinkel, Alan American Foreign Language Teacher; 3; 4; 18-19, 23
Sun 73

Descriptors: *Language Instruction/ *Second Language Learning/ *Unit Plan/ *Activity Learning/ *Audiovisual Aids/ Activity Units/ Listening Comprehension/ Reading Comprehension/ Instructional Materials

Identifiers: Mexico

EJ053465 FL502458

Some Observations on Cassettes and Cassette Recorders

Frechette, Ernest A. American Foreign Language Teacher; 2; 3;
9-11 Feb 72

Descriptors: Audio Equipment/ *Audiovisual Aids/ *Magnetic Tape Cassettes/ Magnetic Tapes/ *Second Language Learning/ Tape Recorders/ Tape Recordings

EJ041072 FL501569

Effective Use of Visual Aids in the ESOL Classroom

Kreidler, Carol J. ESOL Quarterly; 5; 1; 19-37 Mar 71

Descriptors: *Audiovisual Aids/ Classroom Techniques/ Cultural Context/ *English (Second Language)/ Exhibits/ Illustrations/ Pattern Drills (Language)/ Realia/ *Second Language Learning/ Student Motivation

*Paper prepared with the support of the Defense Language Institute English Language School, Lackland Air Force Base, Texas under contract F41609-70-C0033, and delivered in 1970 to staff members of the DLIELS.
(DS)

EJ017619 FL500440

The Structured Response-Evoking Potential of Organised Visual Communicators

Fleming, Gerald Contact; 14; 17-21 70 Jan

Descriptors: Attention Control/ *Audiovisual Aids/ *Communication (Thought Transfer)/ Foreign Culture/ Language Instruction/ *Pictorial Stimuli/ *Second Language Learning/ Visual Learning/ Visual Perception

ED097903# FL006307

Motion-Picture Films in Foreign Language Teaching.
Whitburn, M.

Vrije Universiteit Brussel (Belgium). Instituut voor Taalonderwijs.

Publ. Date: Jun 73 Note: 9p.; Part of a Colloquium on Language Teaching with the Help of Multiple Methods

Available from: Vrije Universiteit Brussel, Instituut voor Taalonderwijs, Brussels, Belgium

Document Not Available from EDRS.

Descriptors: *Audiovisual Aids/ Audiovisual Communication/ *English (Second Language)/ Films/ *Foreign Language Films/ Instructional Media / *Language Instruction/ *Second Language Learning/ Teaching Methods

During the year 1972-73 experiments were conducted at the University of Brussels on the use of motion picture films as a medium of teaching English as a foreign language to college students. Most of the students were at the intermediate level in English, and needed practice in aural comprehension and oral expression. Selected films were obtained from the British Embassy and the American Library. None of the films chosen were made to serve as media for language teaching; however they became excellent means of exercising ability in aural comprehension when used according to described procedures and techniques. Further experimentation was conducted on other films, and it was concluded that there are several fundamentals to be observed in selecting films for language teaching: (1) the films should be short; (2) the scenes should follow in rapid succession; (3) what appears on the screen should be easy to describe; (4) screen action should never be confusing. In summary, the use of the motion picture in foreign language teaching is effective if the films are selected to suit the students, and if a specific methodology is used in presentation. The films used and the procedure for presentation are described. (L6)

ED065997# ER009870

Recorded Materials for Teaching English.

National Committee for Audio-Visual Aids in Education, London (England).

Publ. Date: 71 Note: 46p.

Available from: Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors: *Audiovisual Aids/ Audiovisual Instruction/ *Catalogs/ *English (Second Language)/ Films/ Language Instruction/ Phonotape Recordings/ *Second Language Learning/ Slides

Materials for teaching the English language to variety of non-English speakers—including records, films, slides, books and wallcharts—are listed in this 50-page catalog. Each entry describes the materials, their cost and where they may be bought. Most of the material has been produced in, and is available from Britain. The catalog is divided into six sections: courses, supplementary materials, pronunciation, films for students, materials for teachers, and a list of publishers' addresses. (L6)

ED061861 FL003225

Visual Aids and Language Learning: An Experimental Study.

Tong, John S.

Publ. Date: 15 Oct 71 Note: 6p.; Speech presented at the Rocky Mountain Modern Language Association Meeting, Las Vegas, Nevada, October 15, 1971

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ Cognitive Processes/ College Students/ *Educational Experiences/ Instructional Aids/ Language Instruction/ *Modern Languages/ *Second Language Learning/ Teaching Methods/ Translation/ Visual Stimuli/ *Vocabulary Development

This study explores the effect of visual stimuli on second language vocabulary development. An experiment performed at Georgetown University postulates the hypothesis that concrete target words learned through translation and visual aids should offer better learning than the same words learned through translation alone. Findings are determined through a comparison of the immediate memory span of the two randomly selected groups of students. Methods, scores, and results are discussed. Concluding remarks focus on the value of audiovisual aids in language instruction. (RL)

ED0603301 AA000923

Teaching of Foreign Languages in Australia.

Wykes, O.; King, M. G.

Report No.: CEAS-68-14-E

Publ. Date: Mar 69 Note: 4p.

Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document Not Available from EDES.

Descriptors: Abstracts/ *Audiovisual Aids/ Educational Objectives/ French/ German/ Higher Education/ Latin/ *Modern Language Curriculum/ Russian/ School Surveys/ Secondary Education/ *Second Language Learning/ *Sex Differences/ *Student Attitudes/ Teaching Techniques

Identifiers: *Australia

This document is an English-language abstract (approximately 1,500 words) of a survey concerning the teaching of foreign languages in Australia. Experimental research into the validity of the various aims and claims for foreign language teaching is summarized, and the authors conclude that while much research has been done on cognitive aspects, little is available in the area of methodology, student foreign language attitudes, or effect of language on student foreign country attitudes. The most popular language is French, followed by Latin and German. Fewer than 1% of students in Australia study any foreign language other than the three mentioned. A far higher number of girls than boys complete their language courses; the vastage is great. Boys might prefer to study Russian and German because of their interest in science, rather than French. Action should be taken to remedy the present unequal spread of foreign language resources in the universities. Although French has a high enrollment, it is the least liked subject at all levels, evoking stronger feelings of like and dislike than other subjects. When teaching aids and activities are used, interest in French increases. (Author/GDR)

ED055497 FL002597

Audiovisuelle Materialien für den modernen Fremdsprachenunterricht.
Stand: Juni 1971 (Audiovisual Materials for Modern Foreign Language
Instruction. June 1971 Edition).

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Sponsoring Agency: Arbeitskreis zur Förderung und Pflege
wissenschaftlicher Methoden des Lehrens und Lernens e.v. (Germany).

Publ. Date: Jun 71 Note: 284p.; Revised edition

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ Basic Reading/ Charts/ Filmstrips/
Illustrations/ *Instructional Materials/ Language Aids/ *Language
Instruction/ Manuals/ Maps/ *Modern Languages/ Phonograph Records/
Phonotape Recordings/ Realia/ *Second Language Learning/ Slides/
Textbooks/ Transparencies/ Workbooks/ Worksheets

This listing, updating the 1969 publication, cites commercially
available language instruction programs having audiovisual components.
Supplementary audiovisual aids are available only as components of
total programs noted in this work. Organization is by language and
commercial source. Indications for classroom applications and prices
(in German currency) are provided. The chief languages included are
English and German (as second languages), French, Russian, Spanish,
Italian, Swedish, and a group of uncommonly taught languages. An
introduction discusses general guidelines for the use of audiovisual
aids and instruction on the use of the guide; an appendix lists the
addresses of publishers and suppliers. For the companion document, see
ED 037 112. (WB)

ED051688 FL002261

Textbooks for English as a Second Language: An Annotated
Bibliography.

Powe, Pauline

Los Angeles City Schools, Calif. Div. of Instructional Planning and
Services.

Publ. Date: 71 Note: 29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors: *Annotated Bibliographies/ *Audiovisual Aids/ Basic
Skills/ Bibliographies/ *English (Second Language)/ Grammar/
Instructional Materials/ Literature/ Reading Materials/ Reading
Material Selection/ Reading Skills/ *Second Language Learning/ Speech
Skills/ *Textbooks/ Textbook Selection/ Writing Skills

This publication contains an annotated list of teaching materials
for use in English-as-a-second language (ESL) classes at the secondary
school level. The items are classified under the following categories:

(1) basic texts; (2) audiovisual aids; (3) supplementary skills
development--general, oral, writing, and grammar practice; and (4)
reading texts for beginning, intermediate, and advanced students.
Annotations include organization of the book, its content, unusual
features, suggested use, and ability level. (RL)

ED043246 FL001621

Development of Audio-Visual Techniques Used at the Institute of Far Eastern Languages, Yale University.

Tharp, Robert E.

Yale Univ., New Haven, Conn. Inst. of Far Eastern Languages.

Publ. Date: 60 Note: 11p. Appeared in Annual Bulletin 19 of the Connecticut Audio-Visual Education Association, "Modern Techniques in Teaching Foreign Languages: Language Laboratories", p75-85, 1960

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: Audiolingual Methods/ Audiovisual Aids/ *Audiovisual Instruction/ Chinese/ Chinese Culture/ *Intensive Language Courses/ *Language Instruction/ Language Laboratories/ Languages/ Non Western Civilization/ *Second Language Learning/ *Teaching Methods

Description begins with remarks concerning the Institute of Far Eastern Languages, established in 1946, and the early efforts made in intensive language study in the Chinese Language School. The article describes the unique audiovisual materials and techniques used in the schools. Included in the description are: (1) dictation equipment, (2) magnetic discs, (3) flash cards, and (4) magnetic projection. The necessity of audiovisual equipment, its advantages, and limitations at the institute are reported. (RL)

ED037112 FL001499

Audiovisuelle Materialien für den modernen Fremdsprachenunterricht. Stand: August 1969 (Audiovisual Materials for Modern Foreign Language Instruction. August 1969 Edition).

Sohr, Peter, Comp.

Informationszentrum für Fremdsprachenforschung, Saarburg (Germany).

Publ. Date: Aug 69 Note: 219p. In German

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors: *Audiovisual Aids/ Basic Reading/ Charts/ Filmstrips/ Illustrations/ *Instructional Materials/ Language Aids/ *Language Instruction/ Manuals/ Maps/ *Modern Languages/ Phonograph Records/ Phonotape Recordings/ Realia/ *Second Language Learning/ Slides/ Textbooks/ Transparencies/ Workbooks/ Worksheets

This listing cites commercially available programs for foreign language instruction which have audiovisual components. Supplementary audiovisual aids without accompanying basic text materials are not included. Organization is by language and commercial source. Indications for classroom application and prices (in German currency) are provided. The chief languages included are English as a second language, French, Russian, Spanish, Italian, Portuguese, Swedish, and German. An introduction discusses general guidelines for the use of audiovisual aids and instructions for the use of the guide; an appendix lists the addresses of publishers and suppliers. (WB)

ED033630 FL001463

Active Methods and Modern Aids in the Teaching of Foreign Languages.

Filipovic, Rudolf, Ed.

Federation Internationale des Professeurs de Langues Vivantes.

Publ. Date: Apr 68 Note: 12p.; Conclusions and Recommendations of the 10th Congress of the Federation Internationale Des Professeurs De Langues Vivantes, Zagreb, Yugoslavia, April 5-9, 1968.

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors: *Audiovisual Instruction/ Bilingual Education/
 *Conference Reports/ Contrastive Linguistics/ Cultural Education/
 Cultural Enrichment/ Educational Objectives/ Educational Radio/
 Educational Television/ *Instructional Aids/ International
 Organizations/ *Language Instruction/ Language Research/ Literature/
 Programed Instruction/ *Second Language Learning/ Teaching Methods

Conclusions and recommendations of the 10th Congress of the Federation Internationale des Professeurs de Langues Vivantes based on papers, speeches, and discussions of language research in many different countries are presented. A three-part section on audio-visual aids comments upon: (1) the value and limitations of the language laboratory, (2) the relative merit of radio and television in foreign language teaching, and (3) the use of audio-visual methods in the areas of writing, exercises, and grammar. A section on foreign language teaching in a bilingual community questions: (1) the effect of universally required second language study on child personality, (2) the effect of bilingual status on the teaching of a third language, and (3) the degree of bilingualism for which the intensive language program should aim. Many research recommendations are offered in the section on contrastive linguistics and its pedagogical implications. Other sections deal with programed foreign language teaching, literature and civilization in foreign language teaching, and technical language in secondary and adult education. A program schedule is included. Not available in hard copy due to marginal legibility of original document. (RL)

FD024290 FL000685

The Structured Response-Evoking Potential of Organized Visual Communicators.

Fleming, Gerald

Audio-Visual Language Association, London (England).

Publ. Date: 67 Note: 4p.; Paper read at the 10th International Conference of Linguists, Bucarest, 1967.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ *Audiovisual Instruction/
 Communication (Thought Transfer)/ Grammar/ Instructional Design/
 Interference (Language Learning)/ *Modern Languages/ Pictorial Stimuli
 / *Second Language Learning/ Teaching Techniques/ *Visual Learning

Visual aids are considered in relation to their place in second language learning as a means of avoiding native language interference. The proper use and construction of visual aids is discussed according to principles of similarity, parallelism, and contrast. For related documents, see FL 000 461 and FL 000 467. (AF)

ED021490 FL000632

The Visual Element and the Problem of Meaning in Language Learning.
Cole, L.L.

Audio-Visual Language Association, London (England).

Publ. Date: 66 Note: 5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiolingual Methods/ *Audiovisual Instruction/
Language Instruction/ Learning Processes/ Pictorial Stimuli/
*Psycholinguistics/ *Second Language Learning/ *Visual Learning

Some basic tenets of the audiovisual approach to language instruction are challenged in this article which considers the ways in which "meaning" is given to sound sequences. It is argued here that (1) the meaning of a sound sequence does not derive solely or primarily from visual stimuli, (2) that different parts of speech derive meaning in different ways, and (3) that much meaning is derived from linguistic context--by means of repetition, definition, and association within the language itself. Also stressed are the indications that in the learning of the mother tongue, meaning is acquired after there is familiarity and automatic control over basic linguistic structures. The article concludes that visual aids are most effective not as initial conveyers of meaning but as the stimuli for verbal associations after the student has mastered structures in the target language. (AR)

ED021487 FL000468

Humour and Language Teaching.

Fleming, Gerald

Audio-Visual Language Association, London (England).

Publ. Date: 66 Note: 7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ *Language Instruction/ Modern Languages/ *Motivation Techniques/ *Pictorial Stimuli/ *Second Language Learning/ Textbook Content

After briefly discussing the causes and meaning of laughter, the phenomenon of the comic, the value of humor, and the difference between cruelty and "mellow" humor, the article examines the role of humor in the language class. It concludes that humor, meeting the highest standards, both textual and pictorial, provides a valuable motivational technique, for it arouses student interest and helps establish a relaxed pupil-teacher relationship. (SS)

EJ039576 AC501309

Aprenda Ingles

Williams, Don Florida Adult Educator; 21; 18 Spr 71

Descriptors: *Adult Education Programs/ Audiovisual Aids/
*Educational Strategies/ *English (Second Language)/ *Second Language
Learning/ *Television

Dade County, Florida, is developing seventy half hour programs in
English as a Second Language to serve the thousands of adult Spanish
speaking residents. (AN)

EJ037455 AA509845

ETV: More Language Series Than Ever Before

Hill, Brian Times (London) Educational Supplement; 2920; 29

May 7 71

Descriptors: *Educational Television/ *Language Programs

APPENDIX VII

A Catalog of College and University Learning Centers:
Fall 1975

A CATALOG OF COLLEGE AND UNIVERSITY LEARNING CENTERS

JOHN MERKEN

A learning center is an instructional facility designed to supplement or replace classroom teaching. Programs in learning centers consist of tutoring, individualized instruction, self-instruction, small-group instruction, large-group workshop instruction, or combination of these methods. Instructional programs may accompany lectures or other large-group learning experiences in classrooms or lecture halls. Learning centers provide more individualized instruction than do classrooms, and generally feature a variety of audiovisual media as instructional resources.

On the basis of their purpose and the scope of their programs, learning centers fall into six categories: tutorial centers, basic skills centers, departmental centers, specific skill centers, comprehensive centrally-located centers, and instructional development programs. In most cases, each type has evolved at a given institution to meet its instructional needs as seen by the faculty, the administration, or both.

Tutorial centers qualify here largely because they meet most of the aims of all learning centers and because they offer a service in common with most other types of centers, differing only in their exclusively human delivery systems.

Basic skills centers provide compensatory learning in open admissions institutions, particularly community colleges. For many reasons, some people entering collegiate instruction lack reading, writing, or math skills which they are conventionally assumed to have. They may be drop-outs, "late bloomers," or victims of ineffective high school instruction. They may speak English as a second language or come from a severely disadvantaged environment. An institution with a basic skills center is saying, "We are making a special attempt to meet your needs," rather than, "We have to let you in, but don't blame us if you can't stay."

Departmental centers are usually found in large institutions and offer instruction in one discipline. They are a product of the faculty's desire to develop alternative instruction. Their major advantage is close association with the total academic program of the department, even total integration so that the learning center is the department.

Specific skills centers have very limited purposes. They teach one skill which may have many applications in a larger program and usually provide an economical way to teach a skill which everyone in the program needs.

Comprehensive, centrally-located centers are usually the

result of administrative planning and support, and frequently are part of institutional libraries or media service programs. Their primary advantages are those of size and economy: they have more equipment, a greater variety of equipment, and a larger staff. They also discourage the duplication of facilities which may occur within academic departments.

Instructional development programs are administrative organizations to coordinate and develop alternative instruction. They frequently serve to unite numerous departmental centers into a loose network. Typically present in large institutions, they provide expertise in audiovisual techniques and such programs as PSL (Personalized Systems of Learning) and learning center development. Their scope may equal or exceed that of the centrally located center, but their facilities are decentralized.

* Both to determine contemporary practices and to provide specific information on programs, 50 institutions were surveyed with a mailed questionnaire. Twenty-eight responded. They offer a representative sampling of programs in all six categories. All types of non-profit, post-secondary institutions are represented, and the level of instruction varies from sub-collegiate to graduate. There are three tutorial centers, five basic skills centers, eight departmental centers, two specific skill centers, seven comprehensive centrally located centers, and three instructional development programs.

A summary of the questionnaire responses follows. Because terminology varies, respondents were asked to list the letters beside the terms which described the methods used in their program. These letters are used in the summary:

- a. Tutoring
- b. Small-group instruction (2-9 students)
- c. Large-group workshop instruction (10 or more)
- d. Computer-assisted instruction
- e. Self-paced instruction
- f. Audiovisual instruction
- g. Auto-instruction (self-instruction)
- h. Individualized instruction
- i. Modular instruction
- j. Simulation
- k. Others (to be specified)

Institution and Name of Respondent	Name of Program	Methods	Percent of Soft- ware Produced Locally	Success of Center
TUTORIAL CENTERS				
Berry College (4 year) Mt. Berry, Georgia Pamela P. Brumbaugh, Director of Counseling and Placement	Berry College Tutorial Program	a, b, h	None used	Successful Students score higher
	This experimental program has tutees matched with tutors, the latter being paid \$4.00/hour. Subjects include general education, core curriculum. No equipment is used. Staff includes counselor, secretary, student tutors.			
Glendale Community College Glendale, Arizona Al Hoefel, Chairman, Counseling	Not given	a	Not given	Not given
University of Illinois at Urbana Clifton Powell, Assistant to the Dean, College of Engineering	Minority Engineering Tutoring Lab	a	None used	Students score higher
	Program exists "to increase the number of minority engineering graduates." Courses include math, chemistry, physics, and all engineering science. Facilities include room with lab tables and seating for 40, with electronic engineering apparatus. Staff of 4 part-time upper division students.			
BASIC SKILLS CENTERS				
*Lane Community College Eugene, Oregon Jim Ellison, Chairman, Study Skills Learning Center	Study Skills Learning Center	a, b, c, h, i	10%	Much more success- ful than classroom instruction
	A separate experimental department of the LRC with a faculty of 8 plus clerks and student tutors. Subjects are reading, grammar, spelling, ESL, vocabulary, and effective learning. Facilities include 8,000 sq. ft. of lounges, offices, conference room, small group rooms, and lab area. Equipment consists of reading machines, filmstrip tape viewers, tape recorders and players, videotape recorder.			
*Maricopa Technical Community College Phoenix, Arizona Carol Scarafioti, Learning Center Coordinator	MTCC Learning Center	a, b, c, e, f, g, h, i	20%	Successful as a supplement
	An experimental program with a variety of learning experiences personally tailored to the student's needs; library houses software. Subjects include reading, spelling, English, math, study skills, modules in automotive technology. 7,800 sq. ft. facility. Equipment includes reading machines, slide-tape viewers, filmstrip-tape viewers, tape recorders, videotape recorder. Staff of director, assistant director, 1 part-time assistant, 8 student tutors.			

*An asterisk indicates particularly large, well-established centers, or centers about which there are written descriptions or evaluations.

Institution and Name of Respondent	Name of Program	Methods	Percent of Software Produced Locally	Success of Center
Pima Community College— Downtown Campus Tucson, Arizona Tim Murphy, Educational Development Officer	Learning Laboratory	a, b, c, e, f, g, h, i	1%	More successful than classroom instruction
	This experimental program largely functions to provide complete courses in reading, math, writing, ESL, and drafting. Some tutoring. 2,378 sq. ft. utilized in this facility. Equipment includes computer terminals, reading machines, slide-tape viewers, tape recorders, 16mm film viewer, videotape recorder, calculators. Staff composed of coordinator and one paraprofessional with several part-time faculty members.			
Pima Community College— West Campus Tucson, Arizona Santiago Lebron, Associate Director, Special Services	Alternative Learning Center	a, b, e, f, g, h, i, k	20%	Not evaluated
	An experimental program in 3 separate small locations; largely tutorial. Subjects are math, reading, writing, GED preparation. Facilities are 3 rooms in separate locations near math, reading and writing areas, with 10 carrels per room. Equipment consists of reading machines, filmstrip-tape viewers, tape recorders, microfilm readers, calculators. The staff consists of 2 paraprofessionals for each room.			
*University of Maryland— Eastern Shore Princess Anne, Maryland Brenda Anderson, Reading Specialist	*Reading and Study Skills Center	a, b, e, g, h	20%	Equal to classroom successful as a supplement
	Experimental program with individualized instruction in a variety of compensatory skills; new 3-room center under construction. Many carrels, tables, and lab area. Subjects are reading, writing, and study skills. Equipment consists of reading machines, tape recorders, video recorder, phonograph. One director and a reading specialist are the staff.			
DEPARTMENTAL CENTERS				
Appalachian State University Boone, North Carolina (Accounting) Raymond L. Larson, Associate Professor of Accounting	Individualized instruction in accounting	a, e, f, g, h, i	None	Equal to classroom
	Commercial software used for 2 basic courses, Principles of Accounting I & II. Facility utilizes 80 sq. ft., 5 carrels. Equipment includes filmstrip-tape viewers, tape recorders. Two teaching assistants are the staff.			

*An asterisk indicates particularly large, well-established centers, or centers about which there are written descriptions or evaluations.

Institution and Name of Respondent	Name of Program	Methods	Percent of Soft- ware Produced Locally*	Success of Center
Appalachian State University Boone, North Carolina (Business Education & Office Administration) Orus R. Sutton, Chairman, Department of Business Education & Office Administration	College of Business Learning Laboratory	f, h, j	30%	Moderate success as a supplement
	An experimental program as a supplement to class- room instruction; business machines, personal so- cial skills, as well as modules in business communi- cations, report writing, typing and business math. Equipment used includes video recorder for eval- uation of speaking skills, business machines, data processing equipment, calculators. Half-time super- visor provides the staff.			
Appalachian State University Boone, North Carolina (English) Betty McFarland, Director English Writing Laboratory	English Writing Laboratory	a, b, e, f, h, i	50%	More successful as an alternative in credit courses; moderately success- ful as a supplement
	Experimentation in writing instruction with major emphasis on tutoring. Subjects include devel- opmental writing plus one section of freshman com- position. Facility has 560 sq. ft., 10 carrels. Equip- ment consists of 10 tape recorders. The staff includes a half-time director and 4 graduate assis- tants.			
*Central Piedmont Community College Charlotte, North Carolina (Automotive Mechanics) Claud E. Hunter	No name given	e, f, h	85%	More successful as an alternative in credit courses; moderately success- ful as a supplement.
	Individual, self-paced instruction with AV and actual automotive parts and test instruments. Courses on automotive electrical and fuel systems, portions of courses on air conditioning and brakes. 2,000 sq. ft. facility with 35 carrels. Equipment used includes slide-tape viewers, film-strip-tape viewers, with the major medium being 3M sound-on-slide projectors. Staff of one instructor, lab technician, and 2 part- time instructors.			
*Illinois State University— Normal, Illinois (Secondary Education) William D. Zeller, Professor of Education	Professional Sequence	a, b, c, d, e, f, g, h, i, + mini- courses	80%	More successful than classroom instruction
	An 8-hour experimental course which integrates 3 former courses: Secondary Education, Public Edu- cation, and Secondary School Reading. Facility in- cludes 40-50 carrels, 15 with touch-tone retrieval systems. Equipment comprised of computer termi- nals, reading machines, videotape units. Staff of 14 faculty members, 2 secretaries, and 2 part-time stu- dent assistants.			

* An asterisk indicates particularly large, well-established centers, or centers about which there are written descriptions or evaluations.

Institution and Name of Respondent	Name of Program	Methods	Percent of Soft- ware Produced Locally	Success of Center
*Phoenix College Phoenix, Arizona (Mathematics) W. W. Mitchell, Jr., Chairman, Math Department	TICCIT (Time-shared, interactive, computer- controlled, informa- tion television)	c, f, h	0% (TICCIT produced by Brigham Young University)	Evaluation of experiment in progress. (Sec. Com. & Jr. College Journal, Mar. 1974, pp. 72-73)
	An experimental program which includes a variety of basic college math courses on videotape from Brig- ham Young University. Separate building accom- modating over 1,000 students. Equipment consists of computer controlled videotape units. Staff of 2 teachers, 1 engineer, 1 head proctor and 4-6 part- time proctors.			
*Phoenix College Phoenix, Arizona (Mathematics) W. W. Mitchell, Jr., Chairman, Math Department	Mathematics Learning Center	a, d, e, f, h	0%	Successful as a supplement to courses
	A tutorial program of developmental skills, including arithmetic review, beginning and intermediate al- gebra. Facility of 750 sq. ft. A computer terminal and tape players are used as equipment. The staff con- sists of 4 student assistants.			
State University of New York at Plattsburg (Nursing) Pauline Ann Stughdes, Assistant Professor	Auto-tutorial Laboratory	a, b, c, e, f, g, h, i, j	25%	Successful as both a supplement and alternative to the classroom
	An experimental program of nursing skills curricu- lum taught by auto-instruction and simulation. Facili- ty consists of 4 large rooms, 2 small rooms and 18 carrrels. Equipment includes slide-tape viewers, film- strip-tape viewers, videotape unit, tape recorders, 16mm film viewers, 8mm film viewers, phonographs, manikin and hospital equipment for simulation. There is one part-time instructor with five student helpers.			
University of California at Los Angeles (Management) R. Goodman, Associate Professor of Management	GSM Learning Centre (Graduate School of Management)	a, b, c, d, e, f, g, i	95%	Slightly more successful than classroom instruction
	An experimental program of graduate level manage- ment skills taught in a variety of modes. Subjects in- clude statistics, computer programming, business fi- nance, management and organization behavior. 4,000 sq. ft. facility with 21 audio carrrels, 6 small group video rooms, and one large video room. A di- rector devotes 40% of his time to the center and has a staff of 10 teaching assistants working 1/4 time.			

*An asterisk indicates particularly large, well-established centers, or centers about which there are written descriptions or evaluations.

Institution and Name of Respondent	Name of Program	Methods	Percent of Software Produced Locally	Success of Center
SPECIFIC SKILLS CENTERS				
Memphis State University— Memphis, Tennessee Gayle Kracht, Head, Learning Media Center	Learning Media Center	a, b, c, e, f, g, h	5%	More successful than classroom instruction, successful as a supplement
	An experimental program providing individual use of non-print media plus instruction in library use. Facility is 3,500 sq. ft. with 40 carrels, plus tables and student desks. A librarian, library assistant, clerk, and technician comprise the staff.			
University of California at Los Angeles J. D. Craven, M.D., Associate Professor of Radiological Science UCLA Medical Center	Diagnostic Radiology	e, f, g	None	More successful than classroom instruction; successful as a supplement
	Individualized instruction program for all medical students in diagnosing illness by means of X-rays. Facility consists of 800 sq. ft. with 6 carrels. Staff composed of a director (less than 5% time). Special equipment includes X-ray viewing boxes.			
COMPREHENSIVE, CENTRALLY LOCATED CENTERS				
Delta College (2 year) University Center, Michigan Douglas M. Anderson, Associate Dean	Learning Resources Center	a, b, e, f, g, h, i	60%	Slightly more successful than classroom instruction; moderate success as a supplement
	Program consists of units of a wide variety of courses taught by a variety of methods, mostly cassette tape. Courses include accounting, nursing, photography, economics, business, police administration. One room for general subjects, 1 room for nursing, and 48 carrels constitute the facilities. The staff has 71 full-time staff members, with 25,000 hours of student help yearly. Equipment includes computer terminals, reading machines, slide-tape viewers, videotape units, tape recorder, 16 mm film viewer, microfilm readers, phonographs.			
Hampshire College (4 year) Amherst, Massachusetts Daniel Kegan, Director Institutional Research	Hampshire College Library Center	a, b, c, d, e, f, g, i	90%	More successful than classroom; moderate success as supplement
	An experimental program with no grades, no credit, no required courses. Courses include a complete liberal arts curriculum. All students must develop contracts. Virtually every mode except personalized systems. Facility consists of 4-story library center (see <i>The Making of a Library</i> by Robert S. Taylor, New York: Becker and Hayes, 1972). Equipment includes computer terminals, slide-tape viewers, videotape units, tape recorders, 16 mm film viewers, microform readers, phonographs.			

*An asterisk indicates particularly large, well-established centers, or centers about which there are written descriptions or evaluations.

Institution and Name of Respondent	Name of Program	Methods	Percent of Software Produced Locally	Success of Center
*Illinois State University at Normal William T. Schmid, Director of Media Services	Media Services	b, c, e	98%	Equally successful as alternative; successful as a supplement
	Facility provides instruction in wide variety of modes. Subjects include a biology course and modules in 16 other subjects from psychology to agriculture in a 853 sq. ft. facility with 53 carrels. Staff composed of a coordinator, audiovisual technician and 12 student helpers. Equipment consists of reading machines, slide-tape viewers, filmstrip-tape viewers, videotape units.			
Mesa Community College Mesa, Arizona Bertha Landrum	Auto-Tutorial Center & Computer Terminal Center	d, e, f	25%	Equally successful as alternative, moderately successful as a supplement
	A part of the library providing a variety of hardware for individualized instruction. Courses in math, history, accounting, and physics. Modules in nursing, math, foreign language, and psychology. Auto-tutorial center with 1568 sq. ft. and 60 carrels. Computer terminal center with 800 sq. ft. and 24 terminals. Equipment consists of computer terminals, slide-tape viewers, tape recorders, filmstrip-tape viewers, 16 mm film viewers. Staff of one technician and 6 part-time student assistants in each center.			
*Northern Virginia Community College Alexandria, Virginia Gloria Terwilliger, Director Monica Flynn, Coordinator	Learning Laboratory	a, b, d, e, f, h, k	10%	Insufficient data (See Phoenix College)
	One of the divisions of LRC which provides facilities for a variety of instructional modes. Courses in math and English, also reading improvement and modules in a variety of other courses are included. Facility of 4,483 sq. ft. with 134 carrels includes such equipment as computer terminals (TICCIT), reading machines, slide-tape viewers, filmstrip-tape viewers, tape recorders, 16 mm film viewer, phonograph, cassette players. Staff consists of coordinator, 3 instructional assistants, a technician and a half-time technician.			
University of California at Santa Barbara Joseph S. Sayovitz, Director, Learning Resources	Learning Resources Center	a, b, c, d, e, g, h, i, k	No answer	Successful as based on growth
	A supplemental program which includes experimentation and provides technical design and facilities for instruction. Subjects include anthropology, biology, speech, geology, organic chemistry, and others. New building for a variety of learning resource services consists of 30,000 sq. ft. Equipment comprised of computer terminals, slide-tape viewers, filmstrip-tape viewers, videotape units, tape recorders, 16 mm film viewers, 8 mm film viewers, phonographs. Staff of 26 full-time specialists to give advice on preparing learning resources.			

*An asterisk indicates particularly large, well-established centers, or centers about which there are written descriptions or evaluations.

Institution and Name of Respondent	Name of Program	Methods	Percent of Software Produced Locally	Success of Center
---------------------------------------	-----------------	---------	---	-------------------

Western Texas College
(2 year)
Snyder, Texas

Learning Resource
Center

a, b, c,
e, g, h

50%

No answer

A facility within the library which provides hardware for subjects such as English, psychology, sociology; plus modules in others. 24,000 sq. ft. facility with 150 carrels. Equipment includes reading machines, slide-tape viewers, videotape units, tape players, microfilm readers. Staff consists of Dean of Learning Resources, Director of Library Science, and an associate director.

INSTRUCTIONAL DEVELOPMENT PROGRAMS

Purdue University
Lafayette, Indiana
Warren F. Seibert, Director,
Office of Instructional
Services

Office of Instructional
Services

all

75-90%

More successful
as alternative;
moderately success-
ful as supplement

A widespread program at all levels with courses in chemistry, math, physics, electrical engineering, pharmacy, nursing, home economics, developmental psychology, anatomy. Audio-tutorial instruction originated at Purdue. Facility is diffused. All types of equipment in various locations. Staff is also diffused at several locations.

University of California
at Davis
Charles L. Nearing,
Director, Instructional
Media

Instructional media

b, c, f,
g

95%

More successful
than classroom
instruction

Mostly a program of individualized instruction through several facilities including an auto-tutorial learning center. Courses include genetics, small animal surgery; modules in biology, food science, math, chemistry, physics, plant science. Diffused facilities total 15,000 sq. ft. and 120 carrels. At various locations are computer terminals, slide-tape viewers, videotape units, tape recorders, 8 mm film viewers, phonographs. Staff includes a variety of specialists to help prepare learning resources.

University of California
at Santa Cruz

Learning Laboratory

a, b, c,
e, f, g,
i, j

10%

Moderate success
as supplement

An experimental program and supplemental central learning laboratory plus a variety of locations. No courses; mostly optional material in a wide variety of subjects, 40% foreign language integrated with academic disciplines. 1,725 sq. ft. facility with 100 audio carrels, 4 video carrels, 4 slide-tape carrels, plus satellite facilities. Equipment consists of computer terminals, reading machines, slide-tape viewers, film-strip-tape viewers, videotape units, 16 mm film viewers, 8 mm film viewers, microfilm readers. Staff of learning lab supervisor, 1 clerk, and student assistants.

* In asterisk indicates particularly large, well-established center, or center about which there are written descriptions or evaluations.

APPENDIX VIII

Selected Resource Reference Guide

Multi-Media Information Directories and Source Lists

The section in the Educational Media Yearbook 1975-76 (Bowker) dealing with information retrieval of non-print media currently available is of paramount importance to the Language Media Laboratory since more than 375 entries serve to guide the staff and faculty to a wide range of subject-classified lists of bibliographies, filmographies, directories, multimedia listing, guides, catalogs, yearbooks, and media-related compendiums of many different types. The reader will note that indexes for both audiotape and videotape and videocassette instructional programs for undergraduate instruction already exist and should know that most of the indexes referred to contain from 1,000 to more than 4,000 items as in the index for videocassettes for undergraduate instruction. By far, the greatest number of the items in the complete list were published in 1974 and 1975. The selected list below illustrates the wide variety of non-print instructional material available and the ever-increasing use of video in higher education.

- An Inventory of Undergraduate Credit Course Television Tapes (Purdue)
- Index to College Television Courseware
- Index to Educational Videotape
- New Guides to Videocassettes
- Petersen's Guide to Videotape Recordings
- Recorded Visual Instruction
- Radio-Television Programs in American Colleges and Universities
- NAEB Directory of Educational Telecommunications
- 1974-1975 Catalogue of Programs on Videocassette
- TV-Film Filebook
- The Video Play Program Catalog
- Who is Where: A Directory of Selected Personnel at National Agencies Involved with Public Telecommunications
- World Radio and TV Handbook
- Catalog of Audiovisual Materials for Rent and Sale by the National Audiovisual Center
- Catalog of Recorded Instruction for Television
- CEDaR Catalog of Selected Educational Development and Research Programs and Products (4th ed.)
- Compendium of Noncommercially Prepared Nonprint Resources in Educational Personnel Preparation
- Compiled Bibliography on Improving Productivity of School Systems through Educational Technology
- The Complete Guide to Film Study (NCTE: 1972)
- Contemporary Games; Vol. I, Directory
- Directory of Educational Simulations, Learning Games, and Didactic Units
- Directory of Spoken-Voice Audio-Cassettes
- Educational Sound Filmstrip Directory
- Educator's Guide to Free Films
- Educators Guide to Free Filmstrips

- Educator's Index of Free Materials
- 8mm Film Directory
- Encyclopedia of Educational Research
- Future Films on 8mm and 16mm: A Directory of Feature Films available for Rental, Sale, and Lease in the United States
- Guide to Foreign Government Loan Film
- Guide to Free-Loan Films about Foreign Lands
- Guide to Government Loan Films
- Guide to Reference Books for School Media Centers
- Guide to Reference Materials
- Guide to State Loan Film
- A Handbook of Canadian Films
- Handbook of Games and Simulation Exercises
- Index to Educational Audio Tapes (NICEM)
- Index to Educational Overhead Transparencies
- Index to Educational Records
- Index to Educational Slides
- Index to Educational Video Tapes
- Index to 8mm Motion Cartridges
- Index to Instructional Media Catalogs
- Index to 16mm Educational Films
- Index to 35mm Filmstrips
- Learning Directory (Westinghouse Learning Corp.)
- Media Review Digest
- National Center for Audio Tapes Catalog
- New Guide to Videocassettes
- New Media and College Teaching
- Program Source Guide (Video)
- Recorded Visual Instruction 1975 (Video)
- A Resource List of Information about Media Production
- The Seed Catalog: A guide to Teaching/Learning Materials
- A Selected Bibliography of Typographical Research Relevant to the Production of Instructional Materials
- Source Directory-Sound
- Sources of Free and Inexpensive Educational Materials
- Spoken Records
- Studies Related to the Design of Audiovisual Teaching Materials
- Survey of ERIC Data Base Search Services
- Television News Archives
- U.S. Government Films: A Catalog of Audiovisual Materials for Rent and Sale by the National Audiovisual Center
- The Video Play Program Catalog: 3/4" "U" Videocassette Edition
- Where to Get Hundreds of Educational Materials Free
- Yellow Pages for Undergraduate Innovations
- A Reference Guide to Audiovisual Education
- Index to Instructional Media Catalogs
- Guide to Reference Books for School Media Centers

Media Related Periodicals

The following list of selected periodicals was prepared from a list of nearly 500 periodicals in the section "Media-Related Periodicals" in the Educational Media Yearbook 1975-76. This list serves several purposes: (1) as a checklist of selected periodicals to which faculty and researchers may refer for further information about topics of concern, (2) as a reminder to academic and academic service professionals of the range of media-related periodicals from which to choose, and (3) as a device for understanding the broad spread of periodical publication generally in the interrelated fields of educational or instructional technology and media, telecommunications, and communications. Many sources and indexes refer to instructional software produced in foreign countries and are excellent guides to curriculum materials for language instruction in higher education.

- Aspen Handbook on the Media
- Bulletin for Film and Video Information
- Community Video Report
- Educational and Industrial Television
- Educational Television
- ETV Newsletter
- Focus on Media
- Ford Foundation Letter
- Humanities
- Kaleidoscope (teacher training, curriculum development, and media utilization)
- Learning (magazine for creative teaching, new media, teaching techniques, news of teaching profession)
- Learning Resources
- List-O-Tapes (50,000 listings and weekly bulletins)
- Listening Post (guide to new recording from foreign and domestic sources in most fields of interest; children's spoken, documentary, languages, instructional, classical music, soundtracks, and popular music)
- Media (France)
- Media and Methods
- Midwest Video News
- National Center for Audio Experimentation Newsletter
- NAVA News (National Audiovisual Association)
- NHK Today and Tomorrow (Japanese film and TV activities)
- Nouveau Cinéma Canadien/New Canadian Film
- Notes on the Future of Education
- Orbit: The Journal of Ideas About Teaching and Learning (Educational innovation)

- Preview (U.S.) (Audiovisual Center, Indiana Univ.)
- Radical Software (experimental activities of various groups, world-wide, interested in cable TV and videotaping)
- Resources in Education
- Satellite Telecommunications Newsletter
- Schwann Recorded Tape Guide
- Screen
- Simulation and Games Journal
- Soviet Film/Sovietski Film
- Super 8 Filmmaker
- UniFrance Film News
- UniJapan Film Quarterly
- University Film Association Journal
- Television News Archives
- Video and Kids
- Video Publisher
- Video Trade News
- Videocassette and CATV Newsletter
- Videoplayer
- Videoscope
- Vid News
- Visible Language (MIT: The Journal of research on the visual media of language expression.)
- Visuals Are a Language (Kodak)
- Voicespondent (Tape exchange programs, especially for the blind)

Selected Bibliography of Media about Media

The "Bibliography of Media about Media" in the Educational Media Yearbook includes an annotated list of books, microforms, audiotapes, videotapes, films, filmstrips, transparency sets, multimedia kits, and more--and their educational or informational uses. This section coupled with the 1974 EMY "Multimedia Resources" directory, prepared by Philip H. Dillard, is in effect a comprehensive listing of 2,000 annotated entries on recent publications of interest to educators involved in mediated instruction.

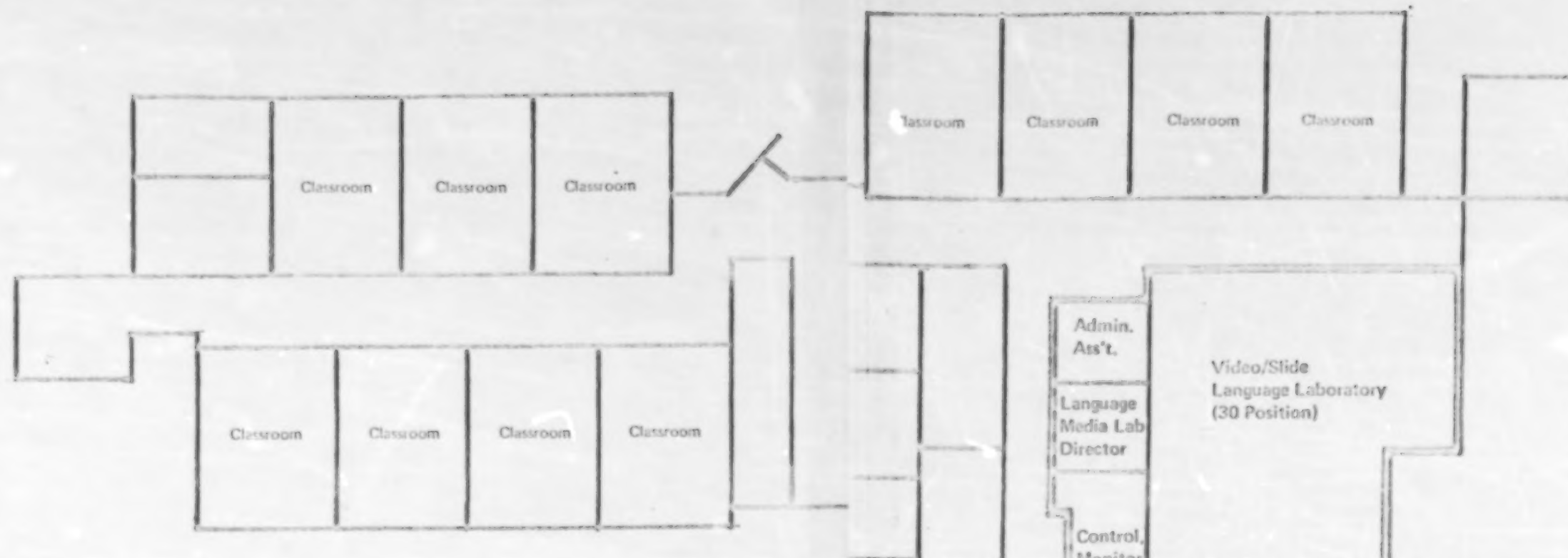
- Action Learning: Student Community Service Projects
- Alternative Television: Status, Trends, and Issues
- An Analysis of Science Instructional Techniques Using Different Media in Learning and Testing Modes
- An Approach to the Design of Mediated Instruction
- Aspen Notebook: Cable and Continuing Education
- Audiovisual Equipment Self-instructional Manual
- The British Open University in the United States: Adaptation and Use at Three Universities
- Cassette Tape Recorders: How They Work; Care and Repair
- The Cataloging of Nonprint Media; A Challenge and the Revision of the Anglo-American Cataloging Rules to Meet the Challenge
- Cataloging, Processing, Administering AV Materials: A Model for Wisconsin Schools
- Chicago's Study Unlimited; College Courses in the Library
- Chicago's TV College: A Fifth Report
- Children and Television: Lessons from Sesame Street
- Children Talk about Television
- Cinematography: A Guide for Film Makers and Film Teachers
- Cognitive Effects of Media in Interaction with Learners' Traits
- College Credit through TV: Old Idea, New Dimensions
- The Columbus Video Access Center: A Research Evaluation of Audience and Public Attitudes
- Communication
- Communication Media and Technology: A Look at Their Role in Non-Formal Education Programs
- A Comparative Study of Cognitive Retention Using Simulation-Gaming as Opposed to Lecture-Discussion Techniques
- Creating a School Media Program
- Creating Instructional Materials
- Creativity
- Creativity: A Personal View
- Criteria for Planning the University Learning Resources Center (Univ. of California: Berkeley, 1974)
- Developing a Successful Media Center

- Educator's Guide to Creative Audio Tape Techniques
- Everything You Always Wanted to Know about Video Tape Recording
- Film: The Creative Eye
- Guidelines for the Development of Campus Learning Resources Centers
- Iconic Communication: An Annotated Bibliography
- Instructional Media and Carrel Systems
- Instructional Television: The Best of ERIC
- Intellectual Abilities and Instructional Media Design
- Learning Centers Unlimited
- Learning for Tomorrow: The Role of the Future in Education
- The Learning Process
- Learning Styles
- Making the Media Revolution: A Handbook for Video-Tape Production
- Mass Media and the Future (Center for the Study of Democratic Institutes)
- Media and Meaning: Human Expression and Technology
- Media and Symbols: The Forms of Expression, Communications, and Education
- Media Now (complete media course)
- Media Program: District and School
- Media Services in Open-Education Schools
- Methods of Instruction
- Modular Instruction: A Guide to the Design, Selection, Utilization, and Evaluation of Modular Materials
- Movie Making: A Worktext for Super-8 Film Production
- A New Approach to the Urban Future (R.B. Fuller)
- The New Open Education, Part I: A Program for Combining the Basics with Alternative Methods
- The New Open Education, Part II: Teaching Materials Kit
- Nonprint Media
- Nonverbal Communication
- Open Classroom (16mm film: Open University)
- Open Classroom Reader. C. Silberman
- Open Education-For Me?
- Open Learning Systems
- Open School (16mm "School Without Walls" Parkway Program) Phila., Pa.)
- Open Sesame: A Primer in Open Education
- Open University (16mm)
- Organization and Administration of the Learning Resources Center
- Organizing Nonprint Materials: A Guide for Librarians
- Patterns of Innovation (Undergraduate Education: Purdue Univ.)
- Planning and Operating an Individualized Learning Center
- Practical Approaches to Individualizing Instruction
- Printed Media/and the Reader
- Procedural Guidelines to the Design of Mediated Instruction
- Questions and Answers about Tape Recording
- Re-Examining the Methodology of Research on Media and Technology in Education

- Research on Learning from Pictures
- Simple Camera (12 sound filmstrips)
- Small-Studio Video Production
- The Spaghetti City Video Manual
- Sparrow (16mm: filmmaking)
- Staff Manual for Instructional Materials Centers
- Spotlight: Media Solution
- Standards of Cataloguing Nonprint Materials: An Interpretation and Practical Application
- A Study to Determine Whether General Concepts Which Are Commonly Taught by Motion Pictures Can be Learned as Effectively by Sequential Still Photographs During Traditional Versus Self-Paced Study Periods. (Ph.D. Dissertation)
- Teaching for Creativity (16mm film: Open University)
- Teaching Strategies: A Systems Analysis, I (16mm: Open Univ.)
- Teaching Strategies: A Systems Analysis, II (16mm: Open Univ.)
- Teaching Strategies: A Systems Approach (Open Univ.)
- A Survey of the Present State-of-the-Art in Learning Center Operations
- Super 8 Handbook
- Televising Your Message: An Introduction to Television as Communication
- Television and the Public
- Tips on Tapes for Teachers
- To Irrigate A Wasteland: The Struggle to Shape a Public Television System in the United States
- TV Violence and the Child
- A Treasure Chest of Audiovisual Ideas for Teachers, Architects, School Boards, and School Administrators
- Use of Instructional Televising in Adult Education: A Review of Some Recent Developments
- Use of Radio and Television in Japanese Education
- Using New Technology in Education
- Using Special Resources
- Using Technology: The Equipment (Video)
- Video and Kids
- Video Tape Recorders
- The Video Telephone: Impact of a New Era in Telecommunications
- Visual Aids: To Be Used or Abused?
- Visual Materials: Guidelines for Selection and Use in Training Situations
- Ways of Film Making for Beginners
- Workshop: Role Playing (16mm: Open University)
- The Workshop and the World: Toward an Assessment of the Children's Television Workshop
- A Young Child Experiences
- Young Animators and Their Discoveries

APPENDIX IX

Floor Plans for the Clemens Hall Language Media Laboratory



FIRST FLOOR

